BULLETIN
ON
FIRST-YEAR LATIN

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The Hildesheim Vase

This replica of the famous Hildesheim vase was presented to the Ohio Classical Conference by the Classical Club of Oberlin College in 1924. The original was part of a silver dinner service discovered near Hildesheim in northern Germany in the year 1868, and evidently belonged to a Roman military officer of high rank. The high artistic merit of this vase points to an excellent period of Roman art, probably about the time of the Emperor Tiberius. The vase constitutes the annual award for the best exhibit in the Latin Laboratory of the Conference.

The Ohio Classical Conference

BULLETIN ON FIRST-YEAR LATIN

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1930

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PREFACE

This BULLETIN has been prepared under the auspices of the Ohio Latin Service Committee by a special committee composed of Bertha M. Winch, of Roosevelt High School, Dayton, Chairman of the First-Year Latin Bulletin; Dorothy M. Seeger, of the Rayen School, Youngstown, Chairman of the Second-Year Latin Bulletin; and Victor D. Hill, of Ohio University, General Chairman. The work has had the active co-operation of many progressive teachers of Latin in Ohio, as the list of contributors indicates. Acknowledgments are due in particular to Miss Frances M. Budd of Central High School, Canton, and the committee which worked with her in collecting and preparing material which was originally written with the junior high school especially in mind, and also to the members of the committee on First-Year Latin who aided Miss Winch in preparing the material which was originally distributed in manuscript form.

In a compilation made from so many contributions it was inevitable that there should be differences in point of view. The committee feels that this is as it should be, and no effort has been made to bring about a state of perfect harmony of opinion in the material presented. It is likewise true that these pages contain some things which the *Report of the Classical Investigation* would omit from First-Year Latin, and which are omitted by some of the newer texts. But since they are representative of the present status of the year's work in the state, there seems to be good reason for including them. With such variations in

content, the committee is not, of course, committed to unqualified approval of everything the BULLETIN contains.

No claim is made to entire originality in content and our debt to our predecessors and to teachers outside the state is fully recognized. There is much of the material which has been used by so many teachers that it is impossible to tell where it first originated. In editing it so as to give natural sequence to the BULLETIN as a whole, some manuscripts which were originally furnished as units have had to be broken into two or more parts. It is believed, however, that the attainment of desirable ends will more than justify this in the minds of all concerned. The initials at the end of each contribution serve to indicate authorship. The importance of the service which these contributors have thus rendered to the teaching of Latin in Ohio is gratefully acknowledged.

The Ohio Latin Service Committee had its inception at the first annual meeting of the Ohio Classical Conference at Denison University in November, 1922. It was organized the following autumn, and so came into being before there was any public announcement concerning the organization of the Service Bureau for Classical Teachers, Teachers College, New York City, under the direction of Miss Frances E. Sabin. The committee wishes to add a word of appreciation for the very cordial relations which have existed with the Service Bureau in working together for a common end.

Finally, acknowledgments are due Professor and Mrs. W. T. Semple for the financial support which has made this publication possible.

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SALVE CAPUT URBIUM.

("Materna," the tune of "America the Beautiful")

Discipulīs Linguae Latīnae Prīmī
Annī Ōhīoēnsibus Dēdicātum.
Scrīpsit
DWIGHT NELSON ROBINSON

Sodālitās cārissima,
Dulcis cōnsēnsiō,
Ō lingua nōbīs cārior
Quam stellae in caelō,
Nōs frātrēs nunc ūnanimī
Summō cum gaudiō,
Tē colimus et canimus
Cantū perpetuō.

2

Salvē, lingua pulcherrima,
Virtūtibus lūcēns,
Antīqua et hūmānitās,
Linguae cōnsentiēns.
Dum scholae in labōribus
Nītāmur sēdulō,
Tē fortiter servābimus
Laetō cum studiō.

3

Sīc rēs Rōmāna flōreat
Et caput urbium,
Sīc flōreat rēs pūblica
Ōhīoēnsium!
Et semper vōs cantābimus,
Amoenō carmine,
Ō lingua et hūmānitās,
Nitentēs lūmine.

CHAPTER I

THE SITUATION IN FIRST-YEAR LATIN

Teachers of Latin have never been more conscious of the values to be derived from classical study or more interested in the means of attaining the aims that are claimed for it than now. Perhaps, too, there has been no other time in the long history of the teaching of Latin when the changes in conditions under which the language must be taught have been so extensive, so varied, and so critical in their relation to the accomplishment of results and to the future status of the Latin course as at the present time. The universal demand for education has brought to the classroom different types of pupils from homes which represent the greatest possible diversity of background in educational environment, in natural aptitude, and even in familiarity with the English language. The coming of the junior high school has modified the environment in which the pupils work, and, in many places, has brought younger pupils into the study of Latin. And the more or less unsettled state of public education as a whole is reflected in a wide variance in administrative attitude toward the teacher's work.

The period of extreme criticism and attack upon the teaching of Latin has passed, and the fact that we emerged from this with many more pupils entering beginning Latin classes than ever before is ample evidence of the vitality of the subject and a matter of satisfaction to every friend of classical study. The very

wholesome self-examination that followed this extensive criticism brought on the *Classical Investigation*, which itself stimulated the consciousness of practically every classical teacher in the country. But this in turn has left a period of doubt and change in content and method which may be said to border on confusion.

All of these things are reflected in the unusual activity at the present time in relation to the whole question of the teaching of Latin. The *Report of the Classical Investigation* has been followed by nothing less than a flood of new texts, much varied in quality, content, and method of approach. Helps and exercise books of different types are as numerous as new texts. There are more state or local syllabi than ever before. New ideas, suggestions, and discussions on teaching Latin are appearing with great frequency in classical periodicals, pamphlets, and other forms of publication. One book has been published to promote a particular theory of teaching Latin. And as this BULLETIN goes to press the "Report of the Committee on Junior High School Latin" is appearing in installments in "Hints for Teachers" in the *Classical Journal.*

The breaking down of strict requirements in the amount and content of the Latin to be studied is one of the large factors which have brought on these publications. That extensive changes were needed in the content of First-Year Latin is scarcely questioned. Just how far these changes should go is not yet a matter of universal agreement. At the present time certain elements of grammar and syntax which the *Report of the Classical Investigation* would omit from the first year are being taught in Ohio, and will, without doubt, continue to be taught for some time. While

the freedom from stipulated requirements does not so much affect the content of First-Year Latin in other respects, it has resulted in a more desirable range of subject matter in Latin in the first-year text and more opportunity for emphasis on the relation of Latin to English.

Much that has been written concerning Latin in the junior high school has been based on the broad assumption that this organization of the public school system itself demands a reorganization in content of the Latin course and a new methodology. There are many respects in which this is not true. If the study of First-Year Latin is extended to a year and a half or two years, the course will naturally be broadened to include more material of a historical and mythological nature and more reading matter in Latin. If it remains as a one-year course to be taught in an earlier grade, the only modifications needed are such adaptations in method and devices as will be more suited to younger pupils.* In either of these two cases there is need for warning that there are serious disadvantages to any plan which breaks the continuity of the Latin course either between the first and second years or between high school and college.

That there is much to be said in favor of devoting a year and a half to the course for beginners no one will deny. Such a plan affords much greater opportunity to teach the Latin, mythology, history, Roman

*For courses of study for Latin in the junior high school, see Service Bureau items Nos. 111, 295, 312, and pages 9-30 in *Latin in the Junior High School*, Service Bureau Bulletin XIII. For a bibliography on the junior high school movement see Service Bureau item No. 313. New York: Service Bureau for Classical Teachers, Teachers College.

N. B.—BEGINNING IN SEPTEMBER, 1930, THE SERVICE BUREAU FOR CLASSICAL TEACHERS WILL BE LOCATED AT NEW YORK UNIVERSITY, WASHINGTON SQUARE, NEW YORK CITY.

life, English grammar, and the derivation of English words, all of which are requisite to a well-rounded course. It makes possible a more abundant use of subject matter that appeals to boys and girls alike, and many teachers believe it will solve the problem of excessive mortality in First-Year Latin. One may add, too, that among the best reasons for the existence of the junior high school is the opportunity it offers for enriching the school course. Yet this plan is not without objectionable features which seriously militate against the advantages it seeks to gain.

Few school systems in Ohio are willing to be committed to a five-year course in Latin at present, and the semester course in "General Language" has not yet proved its place. Moreover, teachers in systems in which pupils enter upon the study of Latin at the beginning of the eighth grade and a year and a half is devoted to the first-year course have found that the half-year which elapses before entering upon the next year's work means that fewer pupils continue their Latin, and these are handicapped by the long interval in what should have been consecutive study. Likewise, where Latin is begun in the eighth grade and one year is devoted to the course for beginners and the other courses follow consecutively, teachers have found that the disadvantages are equally great in concluding the Latin course at the end of the junior year. Such a plan means that pupils will be reading Caesar, Cicero, and Vergil a year sooner than they should. And the lapse of time, whether a whole year or a half year, at the end of Fourth-Year Latin is reflected in a decrease in the number of those who continue classical study beyond the high school course. Teachers have

been faced with this difficulty in many school systems, and the ultimate solution cannot yet be foreseen. Much could be said in favor of beginning the study of Latin in the second half of the eighth grade and devoting a year and a half to the course for beginners, but there has been a greater tendency in Ohio (especially outside the large cities) toward beginning Latin in the ninth grade and continuing in the usual way. There doubtless will be fluctuations and changes in this respect, as in others that concern the teaching of First-Year Latin, for some time to come, but the principles of language which the pupils must learn are obviously the same in either case, and methods and devices are readily adaptable to the situation at hand.

The need for emphasis on content should be obvious. Yet it may be in place to state anew the fact that the pupil has to keep in mind for as long as he continues the study of Latin all that he learns in the first-year course. It is the foundation on which he builds the whole structure of his knowledge of the language, and the teacher must see that it is adequate. Much of the year, therefore, is necessarily devoted to learning the use of the "tools" of the language, and suggestions and devices are intended as helps in teaching content. On the other hand language content without any associations with the rich store of mythology, history, and legend would be lacking in interest and cultural possibilities and would fall far short of the ultimate goals which are associated with the content itself. It is also advisable for other practical reasons to encourage the desire for some knowledge of the thoughts and feelings of the ancient Romans who have contributed so largely to the age in which we live.

In the midst of these changing conditions and definite needs there is every reason for the utmost care and skill in working toward the ends desired. It is not the purpose, therefore, of this BULLETIN to deal with broad theories, but to collect and arrange in convenient form such material as may prove of direct value in the first-year course. In so doing the effort has been to touch as many as possible of the practical questions which confront the average teacher. It is, as nearly as circumstances permit, non-partisan. Conditions are so varied in different schools and personality and training are so varied in different teachers that no set of methods or devices can be more than suggestive. If the content of this publication tends to be built around the Grammar-Translation method more than any other, it is because the majority of the teachers of Latin in Ohio use some form of this method, and because the majority (though not all) of the contributors to this volume have written with that method in mind. Perhaps it is also because that method lends itself to such extended variations as to make it especially adaptable to the varied needs of the larger number of teachers.* However that may be, it is believed that every teacher of First-Year Latin will find helpful material in these pages. Not all the suggestions will be applicable to every class or to every lesson. But frequent reading of them will keep them fresh in mind and will suggest the use now of some and now of others as particular conditions arise.

Classical teachers who are devoting their lives to the cause to which this little volume is dedicated find a constant source of joy and inspiration in the wonder-

*Cf. page 132f.

ful heritage which is theirs from the past. This comes to us not only from the ancient Greeks and Romans but also from the long line of classical scholars and teachers who have been animated by the highest ideals which could be brought to the profession. There is an intangible something which the Greek gave to everything he touched; the Roman caught this and added to it from another something almost as intangible in his own personality and traditions and left it as a nameless, priceless treasure to civilization. The ranks of the classical profession have continued to include many men and women so imbued with this heritage that it seems to permeate their whole lives and they are themselves living exponents of what they are teaching. It is this that our classical meetings in the Middle West give us, providing an *esprit de corps* of which we almost unconsciously become a part, and making us not only willing but eager to be in attendance and mingle with people with whom in so peculiar a sense we have a common bond.

This becomes a part of the "stock in trade" of the well equipped Latin teacher. In such a one knowledge of subject matter, mastery of skill, and a clear vision of ideals are moulded together with a commanding enthusiasm and faith in the practical and cultural values of classical study to the attainment of the best which education, in its truest sense, can offer.

(V.D.H.—D.M.S.—B.M.W.)

CHAPTER II

AIMS IN FIRST-YEAR LATIN*

Since it is the purpose of this material to provide definite guidance for the young teacher as well as to offer suggestions to the teacher with a background of experience, it has seemed wise to present the statement of aims in First-Year Latin in condensed and concrete form. To put before a young teacher a long list of objectives is to defeat the purpose of organizing such material in that the hopelessness of realizing them all leads to the indefinite and aimless procedure from which we are trying to escape. Probably few experienced teachers will say they have accomplished all that is here suggested with every class and that they find this standard of achievement seriously short of the results they attain.

The outline of grammatical material includes a few sets of forms not found in the recommendations of the *Report of the Classical Investigation* for first-year work. Thus the fourth and fifth declensions of nouns, the pronoun *īdem*, and the indicative mood of *possum* and *eō* are given for the reason that they are found in most of the first-year books in use in Ohio, and the effort to omit all the exercises in which these forms occur would cause needless trouble in the assignment of lessons. The list of subjunctive uses included for those who teach that mood in the first year is also based on the available teaching material.

*For a full discussion of the aims or objectives in the teaching of Latin, see the *Report of the Classical Investigation, Part I*, Chapter III, pages 29-82.

It is common to differentiate between immediate objectives and ultimate objectives in connection with the study of Latin. The immediate objective in general is the development of the power to read Latin intelligently and with a fair measure of speed. The ultimate objectives have to do with the contributions which Latin may reasonably be expected to make to the student's knowledge and capacity for achievement in other fields, chiefly linguistic, and to the development of desirable mental habits and proper social attitudes. In connection with the mastery of the language, however, a few facts regarding the relation of English to Latin and a certain amount of knowledge regarding the Romans may properly be regarded as immediate objectives. The paragraphs which follow present specific elements of what may be regarded as immediate objectives in first-year work.

Objectives in First-Year Latin

1. To fix firmly in the pupil's mind a vocabulary of from four hundred to six hundred common Latin words with their simpler meanings.

2. To give the pupil experience in reading easy Latin to such an extent that a habit of observing inflectional terminations as a guide to the use of words shall be established, and that variations from the English word order shall not prevent a ready mastery of the sense.

3. To develop a reasonably accurate pronunciation of Latin. This should involve a correct stress accent as well as the correct sounds of vowels and consonants.

4. To give a thorough mastery of a selected group of inflections. This means, in addition to learning paradigms, extensive drill in the translation of isolated forms or phrases, that the function of a form may be apprehended quickly when the form is seen. It is not in the province of this outline to specify exactly what forms shall be selected, since there is a variation of usage based on different theories of organization of the year's work. Perhaps the following may be regarded as a minimum: the declension of regular nouns of the five declensions and of adjectives of the first, second, and third declensions; the comparison of adjectives and adverbs; the declension of the demonstrative and intensifying pronouns, *hic, ille, is, īdem, ipse,* of the personal, relative, and interrogative pronouns, and of three or four of the most important indefinites; the smaller cardinal and ordinal numerals, with the declension of the first three cardinals; conjugation of regular verbs through the indicative mood, together with the present imperative, the present infinitive, and the perfect passive participle; the irregular verbs, *possum* and *eō*, through the same moods as the regular verb.

The principal parts of a selected list of verbs should also be taught. Some teachers will wish to include deponent verbs, the gerund, the present and the future active participles, the perfect and the future infinitives, other irregular verbs, and possibly the subjunctive. Those who omit the formal teaching of *ferō* and *fīō* may find it profitable to teach a few of the more important irregular forms, such as *fert, fertur, fit, fīunt, fīēbat,* with their common meanings.

It is better to teach a relatively small number of

forms with such thoroughness that they shall make a firm foundation for later work than to give a superficial acquaintance with a large range of inflections.

5. To teach such usages of syntax as are necessary for the understanding of easy Latin. This involves, first of all, the principles of agreement and the fundamental uses of the cases, that is, of the nominative as subject or predicate, of the genitive as equivalent to an **of** phrase or an English genitive (possessive), of the dative as a **to** or **for** phrase or an indirect object, of the accusative as direct object, of the ablative as the object of certain prepositions or as a **from, with,** or **in** phrase.

Other case uses to be taught, either because they are not clear from the fundamental meanings of the cases or because they are of especial importance, are the accusative as object of certain prepositions, accusative as subject of an infinitive, accusative of extent and of duration, and the ablative of means and of time. The complementary infinitive (possibly without formal teaching or identification), the use of the imperative and of participles, and the simple forms of indirect discourse will be included.

Some teachers will wish to include also the ablative absolute, the dative with special verbs and with compounds, and possibly a few other constructions. Those who make the subjunctive a part of the first-year work will add to the preceding the clause of purpose, the clause of result, the indirect question, the independent volitive use, and perhaps substantive clauses, and *cum* clauses.

Many of the more difficult case uses are omitted from this list as being more appropriately taught in

the second year. Among these are the dative of purpose, the genitive with special verbs, and some others. If examples of these constructions occur in the text read, the teacher may give the meaning of the particular word or phrase without attempting to teach the general principal involved.

Such constructions as the genitive of the whole, the objective genitive, the ablative of agent, the ablative of accompaniment, the ablative of manner (used with a preposition) need little stress, since the pupil will translate them correctly if he knows the meaning of the preposition used or the fundamental case meaning. The time spent in having the pupil say that a particular form is an ablative of agent or accompaniment after he has translated it correctly may be spent more profitably on difficult portions of the vocabulary or inflections.

6. To teach the derivation of a number of English words from the Latin words learned during the year. A few prefixes should be learned and illustrated by derivatives. Among the most important are *ab*, *ad*, *circum*, *com-*, *in* (both separable and inseparable), *re-*, *trāns*. Sufficient time should be given for teaching this element of the work to enable the pupil to recognize the connection between a reasonable number of English derivatives and their Latin originals. A more accurate knowledge of the spelling of English words through this means should also be developed. But the study of derivation should not be allowed to occupy so much time that the learning of vocabulary, forms, and the essential principles of syntax receives insufficient stress.

7. To increase the pupil's command over the

English language, not only by frequently explaining the meaning of derivatives through their relation to the original, but also by careful attention to definitions in the vocabularies which may not be entirely familiar to the pupil and by guidance in the choice of the exact word for the correct rendering of the Latin in translation.

8. To make clearer some of the fundamental principles of grammar which are essential for a sound knowledge of the basis of good English usage and for intelligent progress in the mastery of modern foreign languages. The fact that English has lost so large a part of its inflections makes difficult the teaching of these grammatical principles through the medium of English alone, and to many pupils sentence structure and word relations are first revealed through Latin with the indications of word functions which its inflections afford.

9. To teach a few facts regarding Roman history. The story of the founding of Rome, the extent of Rome's power at its height, and the influence of Rome on the civilization and on the languages of the modern world should be presented in such a way that they will be remembered. If the teacher can find time for a number of the more interesting stories, such as Horatius at the Bridge, Cornelia and her Jewels, Cincinnatus, The Capture of Rome by the Gauls, it will be helpful to give these to the class. The pictorial illustrations and the background material given in English in most textbooks can be made to serve as a basis for teaching in this connection. But in organizing the definite aims which are to be realized in knowledge gained by the pupils during the year, care

must be taken not to include so large an amount of collateral work as to leave insufficient time for thorough drill on the elements of the language.

10. To teach a few outstanding facts regarding Roman mythology and religion. Pupils who manifest special interest in this subject should be encouraged to read books presenting mythological stories in appropriate form. Definite teaching must be limited to a small number of myths. The pupils should be able to identify the more important deities of Rome by stating the power or influence which was ascribed to them; these may appropriately include Jupiter, Juno, Mars, Venus, Neptune, Minerva, and Ceres. Others may, of course, be added as the available time permits.

11. To make known to the pupil the traditional characteristics of the Roman people at the best period of their history: their fidelity in keeping a promise, as illustrated by the story of Regulus; their sense of duty, as shown by the punishment of the sons of Brutus; their recognition of the dignity of labor, as seen in the story of Cincinnatus; their patriotism, as illustrated by the Decii and Mettus Curtius; their sense of honor, as exemplified by Fabricius.

Values to be Derived from Latin

(To Be Presented to the Pupil)

1. A better understanding of English and increased power to speak and write it effectively.

2. A clearer knowledge of grammatical relations, which will make easier the learning of modern foreign languages.

3. A knowledge of the source of French and Spanish, which will add to our understanding of these languages and our interest in them.

4. For those who may study medicine, law, or pharmacy, a knowledge of many of the technical words which must be used in professional work.

5. For those who study literature, a knowledge of the source of many stories which are part of our English literature, and an understanding of special phrases, or references, which often convey the essential part of the thought.

6. A knowledge of the manner in which one of the most famous peoples of ancient times expressed their thoughts, and of the influence of their language and civilization on our own.

The reasons to be presented to the pupils for studying Latin should not be read from a printed or written text, but should be given in a somewhat informal talk, that the personality of the teacher may enter into the introduction to the subject as far as possible. Notes which may serve as a guide in remembering the points to be mentioned or the order in which they are to be taken up may, of course, be employed. Whether this discussion of the value of the study should be given at the first or at the second meeting of the class will depend on the organization of the school and the usual procedure for the first day.

The following suggested presentation is given merely as a guide for the inexperienced teacher. Those who make use of it should feel free to make any modifications which their own experience or knowledge suggests.

Why We Study Latin

When we are studying Latin, we are really studying something that has a great deal to do with English. It will be very useful in everyday life because it will help us to understand English better and to use it in a better way. More than three fifths of all the words in our big English dictionaries are from Latin or Greek, and many of the Greek words have come into English because the Romans borrowed them from the Greeks, and then we borrowed them from Latin. Here is a sentence on the blackboard from the Declaration of Independence:

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, a decent respect to the opinion of mankind requires that they should declare the causes which impel them to the separation.

The words underlined are all derived from Latin. Let us erase all these words and leave only those which are not from Latin. Now it is clear that we could not make much sense out of what is left. So if we were to destroy or leave out the Latin part of English, we should be badly handicapped in trying to talk or write of anything more than a very few simple ideas. Some of the words which are from Latin are very common and we can understand them quite well without studying Latin. But the new words you are going to meet in your high school study of science, history, mathematics, and English are very largely from this Latin and Greek group, and the more Latin

you know, the easier you will remember these new words, and the more correctly you will use them.

The study of Latin will also help us to understand English grammar. When the English teacher tells you there is something wrong with a sentence in your theme, it is very often explained by a principle of grammar. Our English words do not change their forms very much to show how they are used in sentences, and so we sometimes have difficulty in understanding these principles of grammar. But Latin words have different forms or spellings to show their grammatical use, and in this way we can often come to understand facts about grammar which were not clear from English. This knowledge of grammar is very important when we study modern foreign languages. Sometimes we find persons who know a good many French, or German, or Spanish words, but who cannot speak these languages well because they do not know the principles of grammar. One who knows Latin can always understand the principles of grammar which he needs to know when studying these modern foreign languages.

Besides a knowledge of grammar, the study of Latin helps us to recognize many French or Spanish words, because these two languages are derived directly from Latin. We might say they are merely modern Latin. Here are a few Latin words with their French and Spanish derivatives:

Latin	*French*	*Spanish*
terra	terre	tierra
mare	mer	mar
lingua	langue	lengua
rosa	rose	rosa

amāre	aimer	amar
respondēre	répondre	responder
errāre	errer	errar
ūnum	un	uno
duo	deux	dos
trēs	trois	tres
quattuor	quatre	cuatro

There are a great many other words in these languages which we can easily recognize from Latin. Italian also is derived from Latin, and its words are even more like Latin words than those of French and Spanish.

Besides the help we get in our knowledge of English words from the study of Latin, we may also get help of another kind for reading English. Everyone in high school and in college studies English literature. Most of the important books that you will read were written by men who knew Latin, and they often refer to stories of famous Romans and to Roman and Greek gods and goddesses. When we read Shakespeare's plays, we sometimes miss the most important points if we do not understand these references. In studying Latin we read many of these stories. We can get much more pleasure out of English literature through what can be learned in Latin. Just as the sentence which had the Latin derivatives erased became meaningless, so much of our English literature would have little meaning if we eliminated all that had come from Latin and Greek.

Some of you will want to study medicine or law when you are through high school—to become doctors or lawyers. A great many of the special words you will have to learn are taken directly from Latin.

Even such common words as medicine, sanatorium, hospital, invalid, doctor, patient, and jury, court, legal, conviction, acquittal, are from Latin. But there will be many strange words and phrases to learn in studying medicine and law, and it will be a great deal easier to learn these new words if you know Latin.

Then, besides all these reasons, it is interesting to know just how such a people as the Romans expressed their ideas—how they talked and wrote. They were a people who had a great influence on the world, and we should know as much as we can about them. Their language was quite different from ours, and we shall find it interesting to compare our way of saying things with their way. (H.F.S.)

S · P · Q · R ·

Senātus populusque Rōmānus

Chapter III

SUGGESTIONS FOR TEACHING THE LANGUAGE

Pronunciation—Vocabulary

It is the purpose of this chapter to suggest methods and devices for the accomplishment of some of those aims of First-Year Latin, as set forth in Chapter II, which have to do particularly with the language. The neglect of proper pronunciation and ability to read the Latin with reasonable ease and accuracy will in the end be demoralizing under any method of instruction; and without a functional knowledge of vocabulary, forms, and syntax the pupil will be unable to comprehend a Latin sentence. One cannot, therefore, place too much stress upon the early acquisition of the more useful words and principles of the language. Our more successful teachers are constantly on the watch for means of aiding the pupil to grow in word knowledge and in such functional knowledge of grammar and syntax as will make for steady progress in the reading and understanding of Latin.

Pronunciation

A teacher of a foreign language, whether ancient or modern, should know accurately the sounds of the alphabet of the language which is to be taught. Much time must be given to the vowel sounds and the diphthongs during the first part of the course. Despite tendencies toward monotony, this can, with a little preparation, be made interesting to the pupils.

Take the vowels in order. Pronounce each long vowel, and have the pupils imitate the sound. Drill and drill again on these sounds until each pupil can sound them accurately. Proceed likewise with the short vowels. Impress upon the pupils that there is but one sound for each long vowel and one for each short vowel. Select a group of words that will attract the beginner, such as *īnsula, pictūra, via, pulchra, Rōma, poēta, puella, lāta, vocō, laudō, laeta, est, sunt.* Pronounce each word and then have the pupil pronounce it. Call attention to the difference between the long and short vowels. Repeat the word many times. Note that the words are never accented on the last syllable. Have each pupil say them. Beware of depending too much upon concert work at the beginning. In a short time the pupils will have learned the difference between the long and short vowel sounds, and the consonants that have been used in the words will have been learned also.

Teach the pupil that the long marks are used for the purpose of indicating the long sound of the vowel, and that if he pronounces the word correctly, he will spell it correctly and mark it correctly. This takes a great weight off his mind, for pupils so often believe that these marks are mere decorations and not useful as guides to correct spelling and pronunciation. Pupils who have had careful training soon detect the discordant sounds and call attention to them.

The words of each new vocabulary should be pronounced by the teacher and then by the pupils, when the assignment is made. The Latin should be read each day and the pupils encouraged to correct errors in pronunciation. After the vowel sounds are thor-

oughly mastered, drill on the diphthongs and the consonants which need attention. Watch especially the sounds of **t, s,** and **i (j),** consonant, and in the case of the double consonants see that both are pronounced.

When the sounds of the vowels and consonants are understood and the pupils have had some practice in their pronunciation, they should learn the rules for when a vowel is long and when short, and when a syllable is long and when short. Give words every day involving these principles, as *monet, monētur, amant, īnfāns,* etc.; and it will not be long until the pupils recognize their application. In the meantime pronounce the words for them.

The next step is the division of words into syllables. Teach the general principle that a Latin word has as many syllables as it has separate vowels and diphthongs. Then begin with the simplest rule, that a single consonant between two vowels goes with the following vowel. Write on the board a list of words to which this rule applies and have the pupils repeat the rule as they make the divisions. By the time all the words have been divided, the rule will have been memorized. The teacher should pronounce the words for the pupils until the laws which govern accent have been learned. In like manner show the application of the rest of the rules. Then let the pupils copy the complete list, or give each one a mimeographed copy to paste in the front of his text. Four or five words involving all the rules should be given daily until the pupils can divide new words correctly. Time spent on this work in the beginning pays, for the pupil thus learns the method of attacking a new word.

Begin the study of accent by selecting words of

two syllables, and ask the pupils what they have noticed about the accent. Let this lead to a statement of the rule for the accent of words of two syllables. Then in words of three syllables that are accented on the penult call attention to one whose penult contains a long vowel, one whose penult contains a diphthong, and one whose penult contains a short vowel followed by two consonants; summarize into a rule. Teach the meaning of the words **penult** and **ante-penult,** and add the rule for words accented on the ante-penult. Practice on words of three syllables for a few days, after which the regular vocabularies will furnish opportunity for drill.

Latin is an easy language to pronounce and spell because its rules are so simple. Let the teacher insist on accuracy of pronunciation. (D.M.S.)

In teaching the pronunciation of Latin words some teachers find it desirable to start with the Latin alphabet, which should be written on the board before the class comes into the room. The Latin names of the letters may be written beside them and in a third column their pronunciation. Then start the lesson by stating that the Latin alphabet is very much like the English, but that in some cases the sounds are different. The pupils will be alert to note the differences between the sounds of the letters in the two languages. Read the alphabet, giving the Latin sounds to the letters, and have the class repeat them after you. In this way the alphabet is learned.

When the alphabet is learned, take the vowels, one at a time, and discuss them. Is the sound of **a** the same in English as in Latin? Make comparisons. When the sound of **a** has been learned, continue with the others, and form rules for their pronunciation. The long sounds are represented by the Latin names of the vowels; teach the short sounds also. Interest may be added by making a little yell; first draw out the long sounds, then give the short ones quickly, and conclude with the two diphthongs **ae** and **au,** as they are needed in the very beginning of the reading.

In teaching the consonants emphasize particularly those whose sounds are different from the English. Note that **c** is always hard and **s** is always soft, and drill upon the sounds of the consonants **i** (**j**) and **v.**

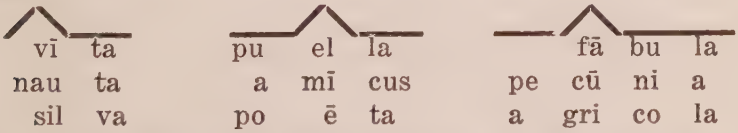
As soon as the pupils know the names and sounds of the Latin letters, give them practice in using them. Point out an object in the room and state its Latin name. Have several pupils pronounce it after you. Then ask some one to spell it in Latin. Have another pupil write it on the board at the dictation of the first. This is an excellent exercise, and the interest is great. At first there will be many mistakes, but the pupils are eager to correct them, and as the lesson continues they become fewer, and in a short time the pupils have learned the principles of Latin pronunciation. The following objects may be used in this exercise, as nearly all of them, or pictures of them, are easily available in the Latin classroom: *mēnsa, sella, fenestra, iānua, mūrus, puella, ōs, oculus, īnsula, Iūnō, Venus, Vergilius, Cicerō, bēstia, dea, gallīna, aqua, homō, hortus.* This list of words contains almost all the sounds in the Latin alphabet. At the end of the period have the list

of words which the pupils have been writing on the board pronounced by members of the class for review.

On the next day have this same list of words written on the board, but have them divided into syllables this time and marked for accent. Study the words one at a time. Have each one pronounced and accented correctly, then let the class examine it briefly by asking the following questions: In dividing this word into syllables where do the consonants belong? How many syllables has this word? What makes a syllable? Where is the accent of this word? At this point explain the words **ultima, penult,** and **antepenult,** and have them used in the answers. As the lesson continues, let the pupils develop for themselves the rules for the division of words into syllables and for accent. During the first semester as each new word is introduced have it pronounced, spelled, and written until it is mastered. (H.M.C.)

Devices for Teaching Accent

Let each syllable of the word be represented by a line, and for the accented syllable use a broken line, as:



Or write the word to be pronounced on the board with the accented syllable in larger letters than the unaccented. Ask pupils to place a stress on the larger letters. When all know what is meant by accent, begin the use of the accent mark. Pronounce words

daily, and so lead up to their correct pronunciation in declension and conjugation. Do not accept the forms as correct when recited with a misplaced accent any more than you would accept a mispronounced word in English. Pronounce a few English words with incorrect accent, for instance names of pupils. streets, and states, as Marý, Johnsón, diffículty, Óhio, Alábama, and they will soon see that an incorrect pronunciation is ridiculous. (B.M.W.)

Vocabulary

In all Latin teaching vocabulary work is at once of the greatest importance and the most likely to be neglected. Theoretically, a pupil should learn vocabulary through reading. Practically, however, it is necessary to learn one or two definite meanings for the word when first studied. Yet the word should be studied at once in context, i.e., it should be used in sentences if it was not used before it was assigned for vocabulary study, and it should be associated with English derivatives and related Latin words. Special stress should be laid on a relatively small group of words each week. An average of twelve new words a week makes a total of four hundred eighty in forty weeks, or an average of fifteen words a week makes a total of five hundred forty words in thirty-six weeks.

The temptation is to take for granted that the pupil can and will learn the vocabulary for himself without much incentive from the teacher or classroom work. As a matter of fact we must show the importance of vocabulary by our constant insistence that the

new words be mastered every day and the old ones reviewed often. By our own attitude and by the work required we must make the pupils sure that a knowledge of Latin vocabulary gives a better understanding of the English words derived from Latin, that it will help in the spelling of English words of Latin derivation, and that it enables one to understand Latin phrases, abbreviations, and the technical terms used in other studies as well as in various vocations and professions. (B.M.W.)

Presentation of New Words

The methods used in teaching vocabulary determine largely the interest and success in First-Year Latin. Most textbooks introduce a new vocabulary of five or more words with each lesson. Unless there is variety and skillful drill on the part of the teacher, this phase of the work becomes monotonous and is not mastered. The Latin teacher needs to keep in mind two things: first, give fewer words in the beginning and select those that the pupils want and need to use; second, see that the pupils use the words they are learning and that they constantly reconstruct their vocabulary by using everything which they learn.

At the very beginning try teaching vocabulary by the use of objects, pictures, and actions. The words need to be impressed on the pupils' minds and associated with something with which they are familiar. Direct method devices may be used advantageously for this purpose, and indeed for later vocabulary drill, without one's being an advocate of the direct method as a whole. For example, touch the table and say

mēnsa. Have the class repeat the word, and then have individuals say *mēnsa*. Do the same with other words, as *iānua, rosa, pictūra*, etc. Then pointing to the different objects, ask questions, as *Quid est*? or *Estne rosa*? For objects unfamiliar to the pupils, as the Roman javelin, pictures are especially useful. At the end of the period have the pupils copy the new words.

During the first half of the year pupils may use a scrap-book, or separate cards, on which they illustrate the new vocabulary by means of pictures. The illustration of nouns of each declension, of nouns modified by adjectives, or of nouns and verbs combined in short sentences, with the new word underlined, as *puer, puer malus*, or *puer ambulat*, affords interest and tends to fix words in the minds of the pupils. Teach prepositions by pictures or by acting, especially those denoting place. Where Latin is started in the junior high school, dramatization appeals to the younger pupils. Words so taught make a vivid impression upon the child's mind. Pupils who can make original drawings to illustrate the meanings of words will enjoy doing so. Care must be taken not to use so much of the pupils' time and interest that they cannot settle down to real study, or that they deem such activity a substitute for it.

Sometimes a child finds it difficult to remember the Latin word because he does not understand its English meaning (as *obses*, meaning "hostage"). A good device to use in this case is to have the children volunteer to find what they can about certain words and make vocabulary reports. More is gained if children volunteer than if assignments are made. The

meanings of such words as *agmen, cohors, legiō, sagitta, castra,* and *fossa* often need explanation. The more a pupil knows about a word the more likely he is to remember it. It is hard to realize how little a first year pupil knows of ancient history and mythology: yet many of the words in the vocabulary of beginning Latin books require some knowledge of these two subjects if their meanings are to be understood. Of course, such reports furnish a helpful background for advanced work. The criterion, "Always have something that is not in the lesson, but have it short," should be the aim of vocabulary reports.

Puns, conundrums, and mottoes may be used to illustrate vocabulary, as "What happens if boys are slow in getting to school?" (*tardī*); or "A Latin noun, something found on Santa's sleigh and a vowel" (*bell-a*); or mottoes such as *Tempus fugit, Labor omnia vincit, Vēnī, vīdī, vīcī.*

Much, too, may be done by the study of derivatives. Teach pupils to remember the meanings of words by associating them with the root or stem in the English derivatives (as military, terrace, library, liberate, ignite). From the beginning use a series of word lists based on English derivatives or have derivatives illustrated by drawings (as a Roman candle representing some Latin word with each star as a derivative, or an octopus each arm of which has the name of a derivative).

Suggest to the pupil that he may use many interesting devices to learn new vocabulary:

1. He may cover the Latin words and try to say them to himself or to write out the Latin words as he sees only the English, or vice-versa. In this way he

learns also the spelling and the marking of the long vowels.

2. A paper illustrating a Latin scroll may have written upon it the new vocabulary or the review. As it is unrolled the pupil may give silently the meaning of each word as it appears.

3. He may write down on a long narrow strip of paper the Latin words on one side and the English on the other; then pass a small, rectangular piece of cardboard, from which the center has been cut, over this list in such a way that but one word can be seen at a time. (Z.B.)

Drill Methods and Devices

Pupils' interest in the study of vocabulary is maintained by variety in the means of approach.

1. Perception cards are very good for vocabulary drill. On one side of heavy cardboard print the Latin word; on the other side, the English word. These cards may include not only simple vocabulary forms, but various forms of nouns, tenses of verbs, phrases, and mottoes. The teacher soon discovers the words which seem to be known and drills on the less familiar ones. Assign for special study the words which have been missed. Let the pupil prepare individual vocabulary cards for home study. Review all the words every six weeks or oftener until they receive instant recognition.

2. A vocabulary roll call may be conducted by the pupils, and may be worked out in various ways:

Let the pupil answer with a Latin word beginning with the initial of his first or last name. This device

may be varied by using the initials of both names and asking for an adjective, as *via longa* (Vera Lehman).

Pupils may be required to answer with a word of the vocabulary of the day before, or, if the teacher directs, all may respond with verbs, or adjectives, or nouns. Permit no repetitions of the same word.

3. Ask the pupils to remain standing when they enter the room. Pronounce Latin words for the English meanings, or vice-versa. Those who answer correctly may sit; the others remain standing until they give the correct meaning of some word.

4. Give an English noun and have the pupil respond with the Latin word, stating the nominative, genitive, gender, and meaning. Sometimes it is well to reverse this method, giving the Latin word, as *ager*, and having the pupil complete it, *ager, agrī*, masculine, "field."

5. Send half the class to the board occasionally and allow the other half to watch for errors; the ones who discover errors made on the board replace those who made the errors. If a pupil makes no mistakes in a certain length of time, let him choose some one to take his place at the board.

6. When nouns are being studied, teach words of current interest; in the case of the second declension, for instance, teach *stadium, auditōrium, campus*, in addition to words given in the regular vocabularies.

7. For the review lesson have the words on the board when the class enters. With a pointer skip from one word to another and let the pupils answer in concert as fast as possible. Work for alertness and speed; then, one by one, allow those to stop answering who seem to know the words. This will hold attention, for

each pupil wants to be rewarded as soon as possible and not be the last.

8. Another way to review vocabulary is to write on the board ten of the most important words studied during the week and have the pupils copy them. After fifty have been studied, a written test is advisable.

9. Toward the close of the first semester enough words have been learned to make possible the employment of alphabetical devices. Write the letters of the alphabet across the top of the board. Under each letter write a Latin word or an English word. Try both, but on different days. Tell the pupils to choose those letters of the alphabet which would be used for the spelling of their own names, or for some special occasion like Thanksgiving, or basketball victory, and develop each letter with the corresponding Latin and English word. Just before Christmas have the class use the letters of the word *Sāturnālia* and see who can first write Latin words whose initial letters correspond to these.

10. Pupils also enjoy "scrambled Latin words." Take a Latin word and re-arrange the letters (*homō*, m-o-h-o). Several different words of a vocabulary may be put on the board at one time as a contest. See who can solve them first correctly and give the English meanings.

11. Many teachers require pupils to keep vocabulary notebooks.* These may be fastened to the cover of the text with a rubber band. In them are recorded words with their meanings, the nouns arranged by declensions and verbs by conjugations or as the teacher may direct.

*See pages 243ff. for vocabulary notebooks and vocabulary exercise books and pads.

Vocabulary drill in any form is directed mainly toward training the pupil to recall the English meaning quickly when he sees or hears the Latin word.

The Committee of Ten on Secondary School Subjects made the following recommendations in the teaching of Latin vocabulary:

"Special vocabularies attached to separate exercises should in no case be committed to memory before the study of such exercises, but should be used for reference first and memorized last of all; that is, words should be studied in sentences before they are studied in isolation. Not only is the immediate tax upon the memory in this way lightened, but the impression made is more lasting.

"Related words should be grouped together as fast as they occur. Five words obviously related in form and meaning can more easily be learned and remembered than one word in isolation.

"The comparison and discrimination of nearly synonymous words (to be made, however, only as they occur in the learner's experience in reading) aids by giving definiteness and individuality to each.

"And, finally, the greatest auxiliary is the habit of constant observation of the different applications of the same word." (Z.B.)

The following is an outline of a few devices which have been found helpful in teaching vocabulary:

Every new vocabulary is pronounced, an English derivative noted for each word, and attention is called to any other characteristic of the word which may facilitate learning. Sometimes it is its relation to a

word of some other part of speech, as *volō-voluntās*; *faciō-factum*; *celer-celeritās.*

Early in the year different methods of studying vocabulary are discussed and tried out. The pupils report how long it takes them to learn the words (1) by writing them, (2) by pronouncing them aloud, (3) by a combination of these.

Five or ten minutes of every day's period are given to vocabulary drill, and the pupils know that they may expect this without fail. The drill, however, must vary in kind, as for example:

1. Oral repetition of the words—giving nominative and genitive of nouns, principal parts of verbs, etc.

2. Oral spelling-bee.

3. Flash cards* (the pupils make these willingly when the school supply is insufficient).

4. Small groups with leaders. This saves time, and each pupil gets more individual attention than in ordinary drill. Four or five competent pupils take their respective groups off to themselves, give out the words, and keep the score of each pupil. The teacher can readily visit and ascertain whether the drill is progressing as it should.

Written drills: (1) Giving Latin words for English; (2) giving English words for Latin; (3) completion tests. For instance, as pupils come into the room they will see sentences on the board complete in English except for one word which is Latin. In this do not, of course, always give the first form; (4) matching drill. This is the easiest drill, but the pupils take pride in the speed with which they can match the

*See Home-Made Equipment, page 246.

letter to the number. Number the Latin words 1, 2, 3, etc., and the English meanings a, b, c, etc., using more English words than there are Latin words, as:

1. deus	a. book
2. noster	b. field
3. liber	c. son
4. ager	d. garden
5. fīlius	e. god
6. habitō	f. daughter
	g. I remain
	h. today
	i. our
	j. I dwell

In addition to these short daily drills a thorough vocabulary review should be given often. The words can be arranged in various ways, (for example, according to parts of speech, or to declension) and any of the above methods used. The pupils like a relay race occasionally. For instance, let the class be divided into two groups and stand facing the blackboard in opposite sides of the room and at a given signal begin to write nouns of the third declension. The group which has the greater number right and the fewer mistakes at the stop signal wins the race. The pupils write rapidly, have very little opportunity for seeing each other's work, and, of course, enjoy the race more than an ordinary vocabulary test. This, however, is not an accurate means of determining whether the pupil knows every word, and so cannot take the place of other tests.

Whatever devices we may use to teach vocabulary, the one sure fact is that we must teach it and teach it continually. (E.P.W.)

One helpful device is the substitution drill in sentences. Example: The teacher pronounces this sentence, *Puerī ā magistrō laudantur.* A pupil translates. Then the teacher asks for other words to take the place of *magistrō.* When each child responds, he pronounces the entire sentence: as *Puerī ā rēgīnā laudantur.* This exercise is continued until all or a large number of the words learned have been used in this construction. Occasionally a pupil is asked to translate the sentence in its new form. Substitutions may be made in the same way with *laudantur* or almost any word in a sentence. After a few months' experience such exercises may be assigned for home work. These compel a study of vocabulary, especially if the teacher specifies the number of words to be substituted.

Another good device is to have each pupil prepare his share of a review drill, instead of the teacher's using the prepared list of words learned. Let each pupil make out a list of ten or twenty, or any specified number of words from the vocabularies under review and give them to the class the next day. One pupil may be called to give his entire list while the others check off on their lists the words recited. Then another pronounces from his list all the words not checked, and so on.

When the class has a sufficient vocabulary to form sentences, words may be emphasized effectively by this means. After the new vocabulary has been presented, require each pupil to write original sentences in which the new words are used as frequently as possible. If this is supervised study, the teacher can help with some word or expression which the pupil needs.

At the end of the period or in the following recitation the pupils may read their sentences for the others to translate and criticize. This is more effective in fixing the new words than an exercise in the translation of sentences given in the text. (E.F.)

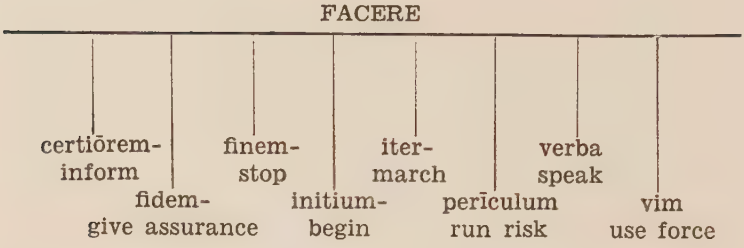
Ask each pupil to write his first name on the board, one letter under another vertically, then use each letter as the first letter of a Latin word, as:

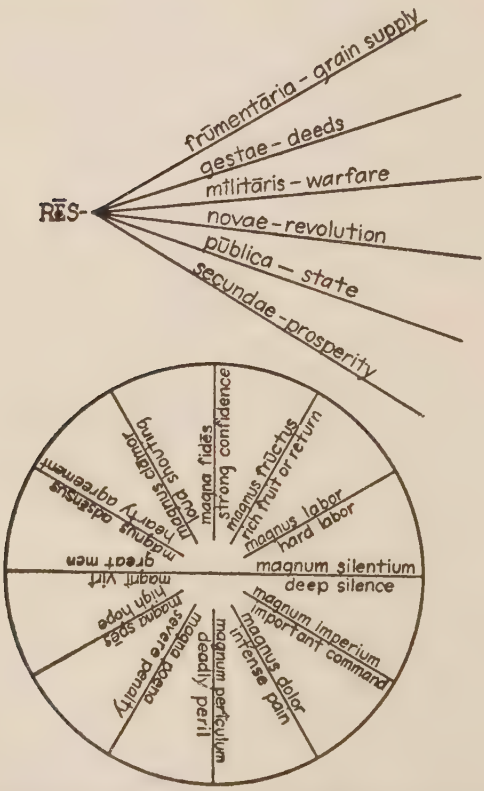
Magna	Caedēs
amāmus	ob
rēgīna	rēx
īnsula	nōn
oppidum	exspectō
nauta	labor
	iam
	audit

Then use these lists for review around the class. Vary the device by using the last name or the name of a friend.

There is a device with pictures which likewise proves effectual. Have a picture and paper on each pupil's desk when the class enters. Ask the members of the class to write all the Latin words suggested by the picture. Then the pupils exchange pictures and papers and see if additions or corrections can be made to the list of words.

It is desirable, also, that pupils be trained to think first of the form in which they may expect to find a word when it is necessary to look it up in the vocabulary. (B.M.W.)





Words Have Different Meanings in Different Combinations

The possibilities of teaching new vocabulary and reviewing the old are almost unlimited if one has available a good stereopticon, capable of daylight projection, and lantern slides. Such equipment is most desirable for teaching Roman life, etc., and this device provides an excellent means of correlating those aims as well as providing a stimulus of added interest to the vocabulary study. The essential elements of the device may be stated very simply and may be modified to apply to any general method of teaching. Project upon the blackboard any suitable picture, for example Lehmann's "Interior of a Roman House." Select any object in the picture and determine its name, using any desired means of approach. Write this Latin word, or have some pupil write it, on the blackboard directly over the object as it appears in the picture, as *mēnsa, sella, puella, fēmina, serva, aqua, nautā.* When enough Latin words have been written on the picture, turn off the lantern and determine the meaning of the words as they stand on the board alone. If a question arises, turn on the lantern, and the word and object are again brought together. Adjectives may be added, as *mēnsa magna, puella parva, fēmina pulchra,* and other parts of speech may be associated. It will be found that, with a little practice, this device works effectively and rapidly, pupils enjoy it, and the attention is better focused than by ordinary methods. Reviews may be conducted in much the same way, or word lists or completion exercises may be typewritten on cellophane slides* and projected on the blackboard for this purpose. (V.D.H.)

*See page 171, ftn.

Some knowledge of word formation increases greatly the vocabulary and affords excellent means of review. Many word stems yield four parts of speech, noun, verb, adjective, and adverb, and the meaning of one is the key to all.

First take the nouns formed by adding the suffix *-tor* to verb stems. Many of these come from verbs of the first conjugation. The suffix *-tiō* may be taken second. It is quite probable that some pupil will mention words which have this suffix as the *-tor* words are being talked about.

ōrātor (ōrātiō)	captor	contentiō	audītor
nārrātor (nārrātiō)	conductor	petītiō	inventor
nāvigātor (nāvigātiō)	factor	statiō	victor

Later take the nouns formed by adding the suffixes *-ium, -tus, -men, -mentum, -ulum, -culum* to verb stems.

aedificium	audītus	flūmen	ōrāculum
studium	exitus	ōrnāmentum	vinculum
colloquium	adventus	experimentum	perīculum

Nouns denoting quality or condition are formed by adding the suffixes *-ia, -tia, -tās, -tūdō* to adjective and noun stems: memoria, sapientia, molestia, magnitūdō, lātitūdō, multitūdō. Many of these stems furnish illustrations of groups of words:

Verb	**Noun**	**Adj.**	**Adverb**
līberō	lībertās	līber	līberē
sānō	sānitās	sānus	sānē
celerō	celeritās	celer	celeriter

In preparation for the compounds prefixes should be taught soon after the prepositions are taken up,

and a few suggestions should be made as to assimilation (as *ad, as, ac*) and the changes which take place in the vowel of the root verb (*ad+capiō - accipiō*). If this is done the compounds can be taught at the same time as the root verb with but little extra effort. A pupil sent to the board to write principal parts can place beneath assigned words all the compounds he knows. When reciting principal parts have compounds given, for this provides desirable repetition. The pupil of superior ability enjoys doing this at the board when he has finished assigned work before the others. (B.M.W.)

It is desirable to have a variety of ways of drilling and testing vocabulary. Occasionally a contest similar to an old fashioned spelling-bee is good. Announce that on a certain day a vocabulary match will be held based on the vocabularies of certain lessons. If at this time two captains choose sides they will have opportunity to train teams and encourage study before the day of the match. Interest is added if the sides have Latin names, as *Rōmānī et Americānī, Altī et Brevēs, Validī et Fortēs.*

Write on the board in three or four columns the Latin words from recent lessons. Send two pupils of nearly equal ability to the board to use pointers; a third pupil gives English words, while a fourth keeps score of the contestants and gives the credit to the one who points to the correct Latin word first. (E.McC.)

A device for fixing the meanings of words, printed in the *Latin Leaflet* of the University of Texas, November, 1923, calls to mind a very similar one used

with first- and second-year classes in emphasizing the ramifications of a Latin word in English derivatives. One can readily extend the device to include any desired words of Latin vocabulary or any list of derivatives from a Latin word. A partial quotation from the *Latin Leaflet* follows:

"At first I did not know *prīmō* and almost despaired of *paene*; but I knew *sed*; and while I was studying *dum*, I suddenly recognized *subitō*. At that time *tum* seemed hard and I wrestled in vain with *frūstrā*, but I soon acquired *mox*. I never recognize *numquam* while for a long time *diū* puzzled me, and I studied *nequīquam* to no purpose, but I have always known *semper* and now I am sure of *nunc*; I can, therefore, conquer *igitur*.

"Meanwhile I am struggling with *intereā*, and as soon as I learn *simul atque* I shall at length know *tandem*, and perhaps *forsitan*. Afterwards I mean to learn *posteā*, and when I have met *iterum* a second time, I hope to know *quoque* also."

In like manner the teacher may emphasize the influence of the verb *mittō*, for example, in English words, and have the pupils note the various forms in which it appears.

"I admit that I know your mission. The evidence came to my hands during the last intermission. Did I commit a sin in thus reading your permit and learning that you are here for the manumission of slaves? There are worse sins both of omission and commission. I foretell for you an early demise from such intermittent activities; but if you will write a promissory note and remit to each owner the cost of his slaves, I promise you everlasting fame." (V.D.H.)

Vocabulary Games

Games may be used for drill as well as for recreational purposes.

Vocabulary game: The first pupil in the first row gives a Latin word. (It may or may not be stipulated previously that only words of one part of speech be given). Each succeeding pupil repeats the words previously given and then adds one of his own. Those failing to recall all the words are penalized by being made to stand. This provides opportunity for concentration, memory by association, vocabulary drill, and interest.

Vocabulary contest: To test the extent of pupils' vocabulary, two are sent to the board for a definite period of time with instructions to write as many Latin words as they know. It is interesting to note the association of words. This may be used as a game for the whole class and called "How the mind works." Let all start with the same word, for example, *frūmentum* or *Sāturnālia*, and write for the second word the first word which enters the mind after hearing the given word, and so on, just as the mind suggests. Have a number of the lists read.

Memory contest: A collection of objects or pictures, the Latin for which the pupils know, is placed before the class for a stated length of time, which should vary according to the number of objects. After their removal the pupils list the Latin for what they saw and can recall. This is a good memory test involving association.

Hang-man (primarily of recreational value): A pupil is selected to leave the room while the class de-

cides upon some Latin word, preferably a difficult one, the initial letter of which is written on the blackboard and the succeeding letters indicated by respective dashes. The pupil is then permitted to enter and is expected to name the component letters of the word. Another pupil chosen as the "hang-man" constructs on the blackboard parts of a noose whenever an incorrect letter is given. The object is to "hang" the pupil if he fails to guess the chosen word.

Variation of the English game of "Buzz": The pupils count in Latin throughout the class and substitute some Latin word for seven, for any number that contains it or a multiple of it. It is to be prefixed to the numbers one to nine in the seventies, and pronounced twice for seventy-seven. Aside from the interest involved, the benefits lie in arithmetical value and learning the Roman numerals. (N.G.)

Progressive Game with Vocabulary Cards: From the vocabularies of the textbook, write or print each important word on a thin card, 2½ by 3¼ inches, the Latin on one side and the English meaning on the other side. The number of the lesson may be placed on the lower left hand corner and the consecutive number of the card in the lower right hand corner.

Have two tally cards marked "Group I, No. I," and two others, "Group I, No. II," and so on for as many groups as are to play. Let pupils draw for places, four in each group. Where tables are not available pupils may sit opposite each other in two different aisles and use their laps for a table. Let the "I's" sit diagonally opposite each other, and "II's" likewise.

Each group of four is given an equal number of cards, placed in the center of the table, Latin side up. No. I of each group starts by giving the meaning of the top card. If given correctly, he takes that card. No. II proceeds, taking the card if his answer is correct, or leaving it for the next player if incorrect. Each pupil continues to have a turn until all the cards are taken. Should a card pass all four players, they look at its meaning and place it on the bottom to wait its second appearance. Take the score, then return the cards to the center of the table, this time with the English side up.

Each pupil keeps his individual score, but partners add their scores to decide which couple moves to the next higher table. At the close of the game the pupils have had a good vocabulary review, and they take much pleasure in comparing scores. (A.E.M)

The game "Verbarium": Select a Latin word with several vowels and some consonants, and have the pupils write out all the Latin words which can be made with those letters, using each only as often as it occurs in the parent word. This word for the first exercise should not be too long, six or eight letters, and if the letters are all different, so much the better.

Vocabulary range may be unlimited, but it is better confined to the text being used, or even to one portion, as lessons ten to twenty. Of a given word one form only may be allowed, or all its inflectional forms which can be spelled with the letters in the parent word. A good way is to have the first form listed and followed by the inflectional forms in parentheses.

Proper names may be permitted or excluded as is agreed. Adjectives, including participles, may be listed in their nominative singular forms (one, two, or three), as in the dictionary. It is best to permit the listing of but one word of a given spelling, e.g., either *ortus* (noun) or *ortus* (participle) but not both.

Special rules may be adopted according to the judgment of the teacher and class.

Parent word: optāverimus

Alphabetic order: a e i m o p r s t u v

Select words beginning with A, then with E, etc. until words beginning with each letter have been listed:

A

aes (aeris, aerī)
amor (amōris, amōrī, amōre)
aperiō (aperuī)
etc., to include as many words as can be listed from portion of text agreed upon.

E

emō (emis, emit, emās, emātis, ēmī)
ēmptus, -a
eō (eam, eās, eat, eāmus, eātis)
es (est, eram, erās, erat, erātis, erō, eris, erit, erimus, estō)

I

ī (īs, it, īmus, īre)
iam
imperō (imperās, imperat)

M

maior (maius)
mare (maris, marī)
māter (mātris, mātrī, mātre, mātrēs)

The game has the merit of leading pupils unconsciously to a larger vocabulary. (H.M.K.)

Chapter IV

SUGGESTIONS FOR TEACHING THE LANGUAGE FORMS AND SYNTAX

According to the earlier (grammar) method of teaching Latin a pupil was not to do any translation until he had mastered his declensions and conjugations. The disadvantages of this plan have long been recognized and the grammar method has been superseded by others. Moreover the amount of forms and syntax to be included in the first-year course has gradually been reduced until it would seem that the minimum has been reached. The tendency is, too, not only to approach much of the syntax through the language itself, before teaching the principles involved, but to present inflectional forms one or two at a time before the complete paradigm is built up. Yet the acquisition of a perfect knowledge of these forms is a matter of first importance, regardless of the general method by which the study of the language is approached, and a working knowledge of the elementary principles of syntax goes hand in hand with this to make the other aims of the study of Latin possible. Not only is such knowledge essential to any progress, but if it is not acquired in the first year it is quite probable that it never will be acquired. And mastery means not merely the ability to repeat paradigms correctly and rapidly, but the ready recognition of individual forms and an understanding of their significance in the structure of a Latin sentence.

Forms

Most modern texts are built on the assumption that the initial approach to the study of forms will be in some measure functional. The pupil, therefore, makes his transition to the study of a highly inflected language gradually, and becomes acquainted with a reason for each form as he meets it. The forms are best learned through their actual use in sentences. Let a form be met first in simple sentences so that the grammatical idea may be associated with the form. Develop each case, singular and plural, through sentences before giving the first declension. Help the pupils to appreciate the fact that a declension is only a convenient means for keeping in memory the forms learned.

When a noun is to be declined either orally or at the blackboard, have the pupils give the nominative, genitive, gender, and meaning, and mark the base before giving the declension; as *mīles, mīlit-is*, M., soldier. When declining an adjective follow the same method.

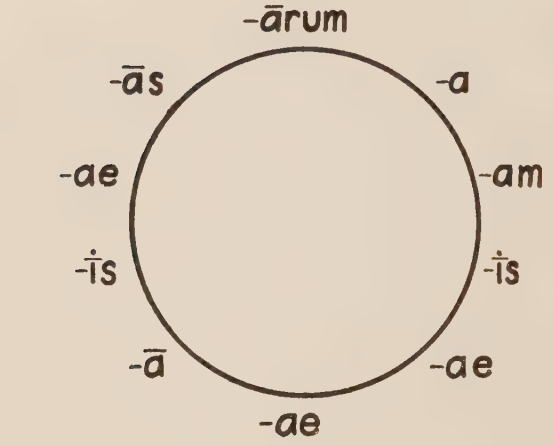
When ready for the first verb lesson, place upon the board in a column several words, as portable, laudable, habitable, navigable, tolerable, vulnerable. The brighter and more alert pupils observe quickly the connecting vowel **a** of these words. After some "how and why questions" from the teacher, they sense the idea that their present knowledge is being used as a link to some new thing they are to learn. Opposite this column place the first form of the verb from which each word is taken, its present active infinitive, and its meaning. The third step is the writing of the Latin

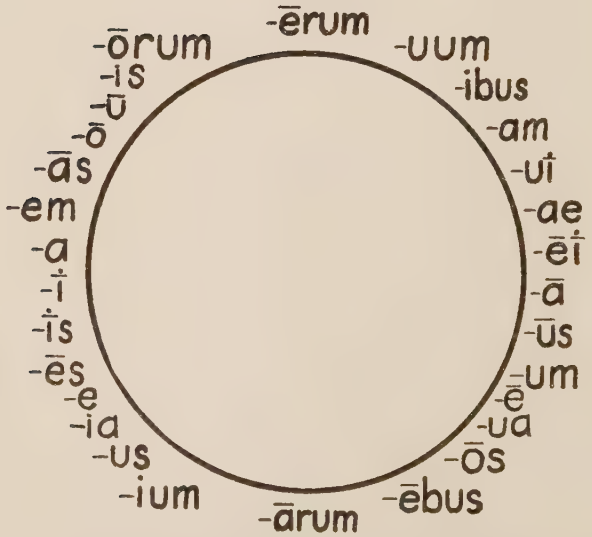
present tense forms of the verbs, emphasizing the distinguishing vowel **a**. During this drill aim to teach the class the fact that the verb is the word that does the work for the nouns and that from the verb come many English derivatives. Watch the verb first, last and always.

Develop ideas of tense and of personal endings, like ideas of case, through reading material chosen to illustrate the form to be taught. Introduce imperfect tense forms with the word *herī* in the same sentences in which the present tense forms are used with *hodiē*, as *Hodiē ad silvam ambulō, sed herī ad oppidum ambulābam.* The translation is evident, and the forms of the second or third person can easily be substituted for the first singular. The formula for making these forms is then developed. Then from this lesson the drill can be conducted by substituting one tense form for the other. The future tense forms may be introduced with *crās* and developed in the same way.

There should then be a few minutes of daily drill in translating miscellaneous verb forms pronounced by the teacher or written on the board. After the passive endings have been learned, extend the daily drill in translation of miscellaneous forms by changing from active to passive and from passive to active.

When a verb is to be conjugated either in part or in full, have its principal parts and meaning given and the stems marked, as vocō vocā/re, vocāv/ī, vocāt/us, call. When a new tense is being learned, it is helpful to have a statement of the tense formation written, as: Imperfect tense = present stem + tense sign *bā* + personal endings. (B.M.W.)





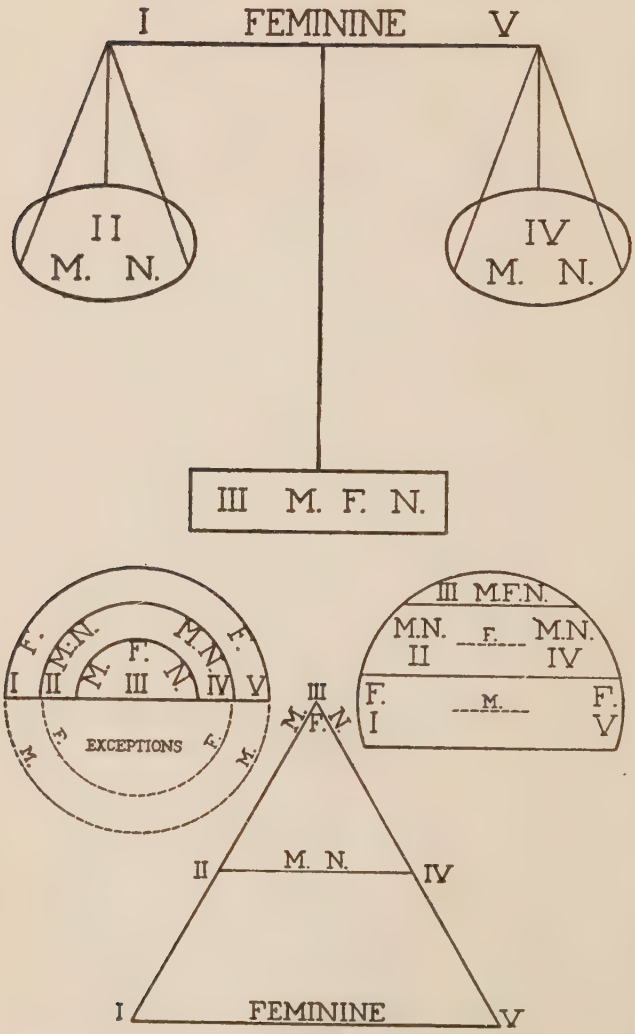
The "Ring Ceremony" for Case Endings:
Illustrating one declension and a review of all the declensions

In studying declensions it is essential that the case endings be recognized apart from their regular order in the paradigms. One way to accomplish this is by the use of a device called the "ring ceremony." This consists of placing the case endings in irregular order on a circle drawn upon the blackboard. As the pointer is moved around the circle, pupils quickly name the ending, as *-ārum*, genitive, plural. After the case has been learned, the English equivalent is given for the words formed by adding the endings to the base of any noun which is placed inside the circle. Case endings of all declensions may be taken up in the same way.

Another means for learning to recognize quickly the case of a noun, adjective, or pronoun is a diagram giving the names of the cases with a blank for each form. Point to the blank and let the pupils give the Latin form. They practice locating and naming cases by this diagram until the forms for each declension can be given rapidly.

At the beginning of the year or until pupils become familiar with the various declensions, it is profitable to keep in their notebooks the nouns classified as to gender and declension so that the association may assist in recalling where each belongs. In the same way all first and second declension adjectives ending in *-us*, *-a*, *-um* may be listed together, those in *-er* retaining the *e*, and those in *-er* dropping the *e*. Pupils become less confused when using this plan.

It saves time to have directions for board work on slips of paper ready to be handed out, as words to decline or sentences to translate.



Designs for Classifying the Declensions as to Gender

In order to classify the different declensions as to gender, draw scales which show on one side the second declension with masculine and neuter nouns balancing with fourth declension masculine and neuter on the other side. At the top are shown the first and fifth declensions feminine, while the base which supports the whole has third declension with all three genders. The teacher will, perhaps, desire to call attention also to words like *nauta* and *agricola*, which are exceptions.

The nine consonant stem neuter nouns of the third declension which are commonly studied are termed "vincofact" nouns from the initial letter of each:

V ulnus
I ter
N ōmen
C aput
Ō men
F lūmen
A gmen
C orpus
T empus

Around the blackboard place a frieze of the letters of the alphabet. After each letter write a noun to be declined, a verb to be conjugated, or a synopsis to be written. Each pupil is asked to answer what is indicated by the initial letters of his name, or by the last letter of each name, etc. In this way individual assignments can easily be made to the whole class.

One way of presenting conjugations which has a strong appeal to the eye is by the use of colored tense signs. Model verbs of the regular conjugations, as the tenses are taken up for study, may be written on

large sheets of paper and kept before the class. The tense signs in red stand out before the pupil's eye until there is registered in his mind the meaning and use of tense signs. If the papers containing the models of the four conjugations are hung side by side the pupils can grasp the fact that the personal endings and the tense signs, with few exceptions, are the same for all conjugations.

It is practical to have irregular verbs, such as *sum* and *eō*, and verbs having radical changes in their principal parts, such as *dō* and *ferō*, written out in this same way. Synopses may be shown in like manner.

To make the stems of verbs and their use clear draw a tree with three main branches to represent the stems and small branches to represent the tenses formed from each stem. Different colors make these stand out in the pupils' minds. (M.H.A.)

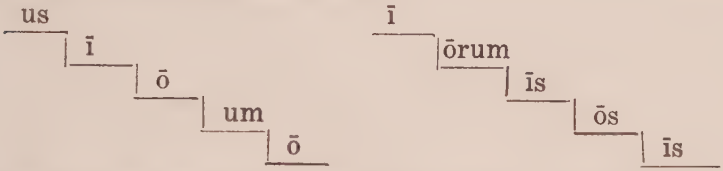
The rapid recitation of declensions and conjugations by successive pupils is a good drill; for example, let one give the nominative, another the genitive, etc. Occasionally let one give the form and the next the meaning. This may be varied by declining in such a way that each pupil called upon will give the word or syllable which should follow the last one given by the preceding pupil. For example, decline the Latin words meaning "a broad land":

John	terra lāta
Mary	terrae lātae
	terrae
George	lātae
	terram lātam
Grace	etc.

This keeps practically every member of the class saying the declension.

Another device might be called "consecutive declension." Select ten nouns and decline consecutively, as *terra, frūmentī, puerō, bellum, stellā.* This may also be used with verbs; as, for example, in a synopsis, *est, dīcēbat, audiet, vocāvit, pugnāverat, monuerit.*

A device somewhat similar to the "ring ceremony" is the declension steps.



Point to case ending and have the pupil give the form and name the case and number. Thus if the word is *hortus* and you point to **um** the pupil should say, "*hortum,* accusative, singular, garden."

To emphasize the forms of one tense use as completion exercises sentences which are complete except for the verb ending. Thus attention is centered upon the one tense; for example, future tense of third and fourth conjugations:

Dux in urbem mīlitēs duc ——.
Incolae mīlitēs audi ——.
Mīlitēs nōn vinc —— (subject, you, plural). (B.M.W.)

Completion exercises such as those just described can be prepared to great advantage on cellophane slides.* They can then be used with different classes

*Cf. page 39.

and any number of times without the necessity of rewriting them. In the same way the various drawings which have been suggested may be made a more or less permanent part of the equipment, outlines of the declensions and conjugations may be ready at hand, sets of forms in jumbled order may be prepared for review, etc.

When the four conjugations have been studied until they are fairly familiar, many pupils will gain a new conception of the interrelation of the whole series of forms if they are charted and studied together. This is especially helpful for the present, imperfect, and future, active and passive. The subjunctive may be added to the same chart or presented separately whenever desired.

Conjugations	*Sign of Imperfect*	*Sign of Future*	*Active Endings*	*Passive Endings*
I amā-re	-bā-	-bō/i-	-ō/m[3]	-r[5]
II monē-re	-bā-	-bō/i-	-s	-ris
III dūce[1]-re	-bā-	-a/ē-	-t	-tur
IV audī[2]-re	-bā-	-a/ē-	-mus	-mur
			-tis	-mini
			-nt[4]	-ntur[4]

Have the pupils practice conjugation with this chart before them until they see (1) that the present does not require a tense sign; (2) that the other tense signs and the endings are, like different sets of cogs in a piece of machinery, added to the one machine to provide a given result; (3) that the sets of endings are

1. The e becomes i in the present tense, of course o in the first person singular.
2. Add ē before the sign of the imperfect.
3. For the imperfect and for the future of the third and fourth conjugations.
4. The preceding vowel becomes u in the present tense of the third and fourth conjugations and in the future of the first and second.
5. Preceded by o in the present.

not to be learned anew for each tense and conjugation, but are the same for all.

In teaching words of the third declension even the more immature pupils may be made to feel that certain words are not actually irregular if they are shown that some letters combine with **s** to make **x** because of similarity of sound, while others will not stand before **s** and therefore drop out. Examples are:

dux, ducis for ducs, ducis — cf. dūcō, dūcere, dūxī (dūcsī), ductus.

rēx, rēgis for rēgs, rēgis — cf. regō, regere, rēxī, (rēgsī), rēctus.

virtūs, virtūtis for virtū(t)s, virtūtis.

lapis, lapidis for lapi(d)s, lapidis.

pēs, pedis for pe(d)s, pedis.

The more intelligent pupils would also appreciate knowing that it is a "law of compensation" which brings about the weakening or strengthening of vowels when syllables are added or subtracted, as

faciō, facere, fēcī, factus

efficiō, efficere, effēcī, effectus. (V.D.H.)

SYNTAX

Syntax is a means to an end, namely the ability to understand, read, or express thought, and is, therefore, to be closely associated with the reading or comprehending of the Latin sentence. Just as it is deemed best to become familiar with a new word of vocabulary through meeting it in an appropriate context, so it is best to meet the new construction first in its proper association in the reading material. If a construction is used casually in a few sentences before it is tak-

en up for explanation, these sentences may serve as a means for discovering the use of the new principle of syntax. Then by skillful questioning the rule may be formulated.

Each new principle of syntax requires explanation by the teacher, study and repeated use by the pupil, and finally a perfect mastery of the rule as formulated. It has been well said that "A student not only should have an understanding of a rule, but he should have 'assimilated' it through a sufficient series of drills, through repeated use until he has acquired a ready command of that rule." (B.M.W.)

Use illustrative sentences or interesting stories for the presentation of new syntax. Suitable stories can easily be translated into simple Latin, such as *Cuculla Rūfa* (Red-Riding Hood), American history or Roman history stories, or a part of some story that the pupils are reading in their English class.

The following drill may be used in a beginning class to illustrate the dative case and to compare its use with the use of *ad* and the accusative: *Magistra classae fābulam nārrat: Columbus ad Hispāniam nāvigat. Columbus rēgīnae fābulam nārrat. Isabella nautae pecūniam dat. Columbus ad terram novam nāvigat.*

For the genitive case, place on the board a list of prominent persons of international fame and ask concerning each, *Cuius patriae est incola?* For the locative case, select a group of well-known cities that lend themselves to first and second declension endings and have the pupils use them in sentences to express place where.

The ablatives of place where (*ubi*), place whence or from which (*unde*), and place whither or to which (*quō*) may be taught by question and answer, using the pupils and objects in the room or some picture such as the *Villa Cornēliāna.** For example, name some pupil in the room and say, *Rosa est in sellā. Ubi est Rosa?* Follow with similar questions and write the answers on the board, marking the final **a.** Then ask what words answer the question *ubi* and underline the words. Summarize this usage, compare it with the English usage, and name the case. In the same way develop place whence: *Rosa ab fenestrā ambulat,* and *Rosa crētam ex cistā capit.* When there has been sufficient drill to be satisfied that the pupils understand the use of these two prepositions, add place whither, comparing *Rosa ab fenestrā ambulat* with *Rosa ad fenestram ambulat.* Make a clear distinction also between *in* with the accusative, meaning "whither," and *in* with the ablative, meaning "where." The transition from the singular to the plural in these constructions is easily made in the same way. Completion exercises help to fix the forms in their proper associations.

For review have some of the pupils move about the room dramatizing the place relations. Each action is described in Latin by another pupil in answer to the question, *Quid agit?* There is another form of review which pupils enjoy. Draw a large rectangle upon the board. Call it a place, as *silva, aqua, villa,* or *via.* The different place relations are then developed in sentences relating to this and indicated on the board in an appropriate way.

*See the bibliography on page 184f.

The ablatives of time at which and degree of difference may well be taught with concrete illustrations. Have the pupils draw a clock indicating at each hour the corresponding hour in Latin, then write beside it a short sentence using the ablative of time to indicate what is done at that particular time: *Surgō* ..... *Cēnō* ..... *Linguam Latīnam discō* ..... *Anglicam discō* ..... *Dormiō* ..... The ablative of degree of difference is made clear by the use of a thermometer. One may be drawn on the board.

In teaching the ablative of personal agent, divide the rows alternately and designate them **active** and **passive.** Each pupil in the **active** row gives a Latin sentence that can be changed to the passive voice, and the corresponding pupil in the **passive** row repeats the sentence with the verb in the passive and the subject changed to an ablative of personal agent.

In teaching the ablative absolute present a compound sentence, carefully selected so that the first part may be converted into an ablative absolute. *Caesar erat dux et Rōmānī vīcērunt* becomes *Caesare duce Rōmānī vīcērunt*; *Prīmō Helvētiī aedificia incendērunt, deinde domō excessērunt* becomes *Helvētiī, aedificiīs incēnsīs, domō excessērunt.* This procedure impresses the fact that the ablative absolute must have a subject separate from that of the principal verb. The complex sentence is, of course, the one which more often contains the equivalent of an ablative absolute, and the sentence above might have been, "When Caesar was leader, etc."

Participles may be taught with the same device. Present a compound sentence containing related thoughts or ideas, and then substitute for one clause a

participle subordinating its thought to the other clause: *Hostēs ā Rōmānīs victī sunt et Rōmam ductī sunt.* This becomes *Hostēs, ā Rōmānīs victī, Rōmam ductī sunt. Līberī in viīs lūdunt et fīnitimōs vident* likewise becomes *Līberī, in viīs lūdentēs, fīnitimōs vident.* Of course participles may be substituted also for relative clauses. (N.G.)

To develop case constructions teach the corresponding interrogative form. These question words are:

quā rē	ablative of means
quō modō	ablative of manner
quā dē causā	ablative of cause
quandō	ablative of time when or within which
ubi	ablative of place where
unde	ablative of place from which
quō respectū or quō modō	ablative of specification
quam diū	accusative of duration of time
quam longē	accusative of extent of space
quō	accusative of place to which
quam ob rem	accusative with propter or ob

(Note: With *ubi* any phrase showing place may be used, as accusative with *inter, suprā, īnfrā.*) (E.B.de S.)

In presenting a new construction in Latin take nothing for granted. Ascertain whether the new construction is clearly understood in English by having the pupils write original sentences illustrating the new construction. For example, in teaching the relative pronoun the pupils should learn its definition and rules of agreement from the point of view of English. Assign for the lesson ten original sentences in English using the relative pronoun in illustration of each of the five cases, singular and plural. Have the pupils notice the case of the relative pronoun in the English clause and observe its position. In each sentence insist upon a complete statement of the construction:

He is the boy to whom I gave the book; **whom** is a relative pronoun, masculine gender, third person singular, dative case, indirect object, and its antecedent is **boy.** By the end of the class period the pupils will understand the use of the relative pronoun in both languages. If this care is taken in the presentation of every new construction, the difficulties of sentence structure will be largely eliminated. (D.M.S.)

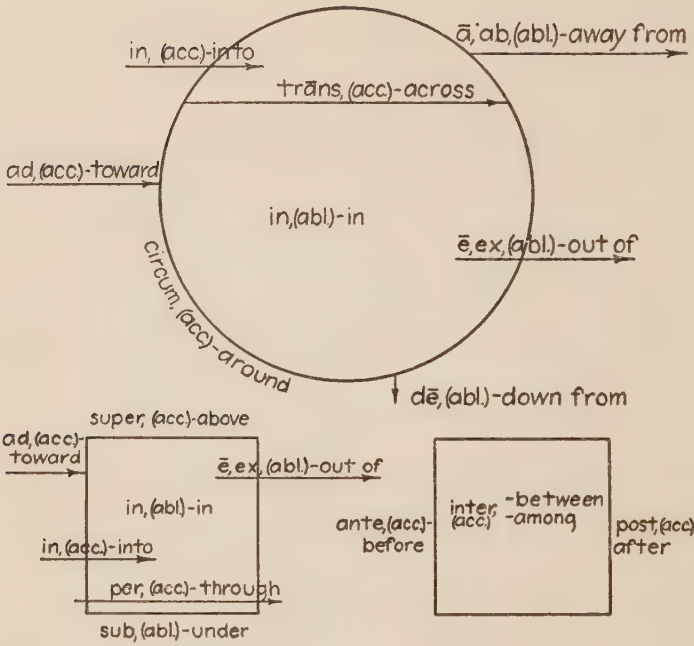
In teaching *is, ea, id* as a pronoun have sentences on the board: *Is puer est discipulus. Is puer librum habet. Ea fēmina parvam fīliam habet. Fīlia eius fēminae est in nostrā scholā.* Ask the pupils to read the sentences without *puer* and *fēmina.* They see quickly that the demonstrative without a noun stands for the noun and is, therefore, used as a pronoun.

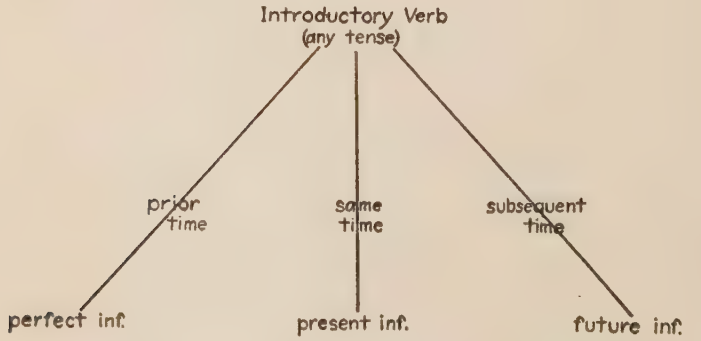
Pupils will attain greater accuracy in the use of prepositions if they commit to memory the following

lists and keep in mind that other prepositions govern the accusative:

Prepositions which take the ablative	*Prepositions which take either the accusative or ablative*
ā, ab, abs; from, by	in; into (motion to) with acc.
cōram; in presence of	in; in (rest in) with abl.
cum; with	sub; under (under which a thing moves) with acc.
dē; down, down from	sub; under (under which a thing rests) with abl.
ē, ex; out of	super; over (situation) with acc.
prae; in front of, at the head of	super; above (position) with acc.
prō; before, for	super; about (reference) with abl.
sine; without	

A practicable way to make clear the meaning of direct statement and indirect statement is as follows: Let Mary give Louise a simple statement, as "Helen has my book." Ask George to tell John what Mary said to Louise, and he will reply, "Mary told Louise that Helen has her book." Have many sentences given and ask questions to bring out sentences similar to these: Helen has my book.—Mary says that Helen has her book today. Isabel had my book yesterday. —I say that Isabel had my book yesterday. Our team will win tomorrow.—He thinks that our team will win tomorrow.





Designs for Illustrating the Meanings of Prepositions and the Use of the Tenses of the Infinitive

Write upon the board short English sentences as they are given, and begin to use the names **direct statement** and **indirect statement**. Then formulate definitions of the direct statement and the indirect statement and have the pupils copy them. Be sure to make clear that in English the indirect statement is a clause used as the object of a verb of saying, thinking, knowing, perceiving, and the like, introduced by the word **that** (either expressed or understood), with its verb in the indicative mood.

Then ask for indirect statements and have these changed to direct so that you feel sure the pupils understand what the original statement was in each sentence. For home-work have the pupils learn the definitions, write direct and indirect statements in English, and review the forms of the infinitives.

On the following day, as the pupils are giving the statements prepared at home, have sentences suitable for translation into Latin written on the board. In one place write sentences which require the present infinitive; in another, sentences which require the perfect infinitive; and in a third, sentences which require the future infinitive. Call attention again to the fact that in English the indirect statement is a clause, object of a verb of mental action, introduced by the word **that,** and its verb is in the indicative mood. Then teach that in Latin the verb of the indirect statement is an infinitive with its subject in the accusative case. Translate into Latin the sentences which require the present infinitive and help the pupils to understand that generally the present infinitive denotes the action of the indirect statement as taking place at the same time as the action of the principal verb. Later with

the second group of sentences show that the perfect infinitive denotes that the action of the indirect statement took place at a time before the action of the principal verb; and with the third group of sentences show that the future infinitive denotes that the action of the indirect statement will take place at some time after the action of the principal verb. (B.M.W.)

Sentences containing subordinate clauses are made much clearer if the subordinate clause is written on a line below the main clause. This is especially helpful in the longer sentences. It emphasizes the introductory word and the concluding word of the subordinate clause.

Quīdam ex principibus lēgātōs ad nōs mīsērunt.
quod pācis cupidī erant

(B.M.W.)

Active and Passive Voice: It is always difficult in First-Year Latin to make clear to some pupils the difference between active and passive voice. The idea of particular verb forms used to indicate that the subject is **acted upon** is quite foreign even to many pupils who will say, "I am hurt," with apparent understanding. If the passive voice is not taught until after one or more past tenses pupils are very likely to carry a confusion of the two in their minds in spite of the most careful and detailed explanations. And unless the distinctions in meaning are clearly defined in their thinking, time may make the situation worse rather than better. One of the most successful means of attaining the desired end is a concrete picture which the pupils cannot fail to understand. In the accompany-

ACTĪVA

Puer pilam ferit.
Puer puellam vulnerat.

PASSĪVA

Puella pilā ferītur.
Puella ā puerō vulnerātur.

ing illustration this is accomplished by a drawing showing in the active the use of a ball and a bat, and in the passive, the results. Let the pupils write Latin sentences which describe the scene, and keep the picture before them for several days in order that the impression may become fixed. (G.R.)

If gerunds and gerundives are taught in the first year, develop the following facts through the study of many examples and have them listed in the pupils' notebooks:

Gerund	*Gerundive*
verbal noun	verbal adjective
active	passive
neuter	all genders
four cases	all cases
singular	both numbers
may take an object	modifies a noun

(M.H.A.)

The following device serves to illustrate the use of *suus*:

Puella	mātrem	suam	amat.	*her* mother
Puer	"	"	amat.	*his* mother
Līberī	"	"	amant.	*their* mother
Animālia	"	"	amant.	*their* mother

(B.M.W.)

Completion exercises are helpful in emphasizing many points of syntax as well as vocabulary* and may be used in the much needed drill work or in review. These exercises are easily adapted to include questions

*Cf. pages 39, 55, and 74.

of case, case agreement, mood, and tense, and may be extended to include even the proper choice of relative pronouns. Another good device is to give English sentences and ask for the translation of underlined words, or give sentences in Latin except for phrase or word to be translated, which is given in English; as, The farmer plows his field with great care. *Agricola* with great care *agrum arat.*

Frequent reviewing and summarizing of the syntax learned is necessary. For this purpose use an outline on which may be represented a case with all forms and syntax learned to date; as:

DATIVE	I	II	
endings	sing. *-ae* plu. *-īs*	sing. *-ō* plu. *-īs*	
uses	ind. obj.	with adj.	in apposition

Wall charts of heavy paper (or white oil-cloth, rough side) may be made for each case and receive additions as new constructions are studied; or have the pupils use the left page of their notebooks for the form and the right page for illustrations of each usage. In this way pupils know exactly for what constructions they are held responsible and can review any case quickly. (B.M.W.)

Silver Coin of the Republic. On the reverse, Romulus and Remus nursed by the wolf.

Chapter V

SUGGESTIONS FOR TEACHING THE LANGUAGE

Reading and Translation

The ultimate goal in the study of the Latin itself is the ability to comprehend the thought of the Latin sentence. There are many respects in which it is true, too, that nothing is more important in the attainment of the literary values to be derived from the study of Latin and in the value of Latin for English than the ability to translate the Latin into good, pure English. The reading and translation of Latin, therefore, stand as a goal, even in the first year, towards which pupils must work and which, within reasonable limits, they must attain, if they are to derive due values from their study of Latin. The Latin course of today offers the first-year pupil richer and more extended possibilities in reading material than ever before. The larger amount of connected discourse, in particular, makes it most desirable that there be a more conscious effort on the part of the first-year teacher to build proper habits in reading and translation, beginning at a very early stage.

Reading Latin in the Original

It is noteworthy that advocates of all methods of teaching Latin recommend the "reading of Latin in the original." Interpretations of the phrase vary from reading the Latin sentences with proper pronuncia-

tion, phrasing, and emphasis, to the full comprehension of Latin in the original as a method which would find little place for translation. As a method of teaching Latin the latter has been very cogently challenged as sacrificing too much of what has been claimed for Latin and as unlikely to be successful in the hands of the average teacher. This does not mean, however, that a considerable degree of comprehension should not be sought for, varying, perhaps, with the training of the pupil and the comparative difficulty of the Latin.

As a means of building vocabulary the mere reading of the Latin with only a partial understanding of its content will do much for the pupil. Many students of Latin find themselves, even after several years of study, looking up the meanings of words which they have looked up time and again before. Reading the Latin will go far toward correcting this, especially if it is read aloud, as it should be whenever possible, in order that the sounds of the words may echo in one's consciousness and aid the memory.

Reading Latin in the original is helpful as a means of developing the ready recognition of word groups. This is obviously of great importance in developing ability to comprehend the thought expressed in the Latin and in facilitating translation. The habit of recognizing unit groups of words leads to the recognition of sentence structure in general, and this goal will be attained more rapidly if the reading of the Latin is not neglected. In the phases of translation discussed in the following pages the reading of Latin in the original is recognized as an important factor.

It is easy to start the habit of reading a reasonable amount of Latin in the original. It is easy, also, to lapse into the habit of not doing so. Pupils are especially likely to "save time" by neglecting to do this, regarless of the fact that the neglect results in a serious loss of time in the end. The reading of new Latin with some discussion for the comprehension of content will be helpful in overcoming this if begun in the early stages of the pupils' training. But in developing habits of reading Latin, as in habits of correct pronunciation, persistency on the part of the teacher is very necessary. (V.D.H.)

Translating Latin into English

The reading material in the first year should be plentiful and interesting in content as well as suited to the purposes of teaching vocabulary and demonstrating rules of syntax. There are three steps to translation: reading, comprehending, expressing in English. Train the pupils to look at the sentence as a whole. Have them read the sentence in the Latin order as a preliminary step for the purpose of getting the thought. That is, let them first see what the Latin says, and then express the thought in careful English of as high a standard as possible. Reading gives the opportunity to note the endings of words, to get the meaning of each word in its context, to recognize groups of words, to observe the character and use of subordinate clauses as shown by the words that introduce the clauses.

The thought should be made clear by frequent questions. When a pupil seems helpless before a

whole sentence, there is an advantage in taking the sentence a word or phrase at a time in Latin order. Questions should be very simple to make sure that each word and ending has conveyed its proper meaning, especially when there is danger of not understanding some point concerning case, mood, tense, or agreement.

Then the final step becomes an exercise in English composition. This may be given orally or written on the board so that it can be used for an exercise in the translation of English to Latin. It is usually better not to interrupt this process in the midst of a sentence unless the pupil is floundering or has used an expression which will mislead him in the rest of the sentence. After a story has been translated, read it aloud in Latin with proper expression, but do not add further questions on forms and syntax.

Let the teacher call attention to certain expressions which require special skill in translating, such as the participle used as a substitute for a subordinate clause, the ablative absolute, and sentences in which the noun is subject of both the main and the dependent clauses. Ask the pupils to write the best translation possible for these expressions. Have several of them written on the board and compared. This teaches them to criticize their own work.

A careful study of idioms or frequent combinations is a great aid to good English expression. As these occur, place them on the board (or better, on a large sheet of cardboard which can be saved for reviews), have them reviewed for several successive days, and use them in sentences until learned. Among these might be listed participial phrases, especially

the ablative absolute, the relative as it occurs at the beginning of a sentence, and such expressions as *Ille autem, ubi vīdit*—"However when he had seen" and not "But he when he had seen;" *paulō ante*, "a little while ago" (literally "before by a little"); *plūrimum possum*; *quam maximum*; *quam ob rem*; *ob eam causam* and *quā dē causā, eādem dē causā*; *eum certiōrem faciō*; *nōn modō—sed etiam*; *prīmā lūce*; *prīmā nocte*; *nocte*; *omnī tempore*; *ad hunc modum* and *hunc in modum*; *in prīmīs.*

An exercise in supplying omitted words is helpful, especially to the slower pupils. In this way, too, a longer assignment can be given. For example, tell the pupils to read carefully the story *Dē Curiō Dentātō* (or some other story contained in the text) and supply the words left blank:

In the number .... was Curius Dentatus. Often he ..... great ....., and often he captured .... and ...... But in the midst of ..... his life was ..... and .....

It is in word order and sentence structure that the Latin differs from the English, and this causes the difficulty in trying to comprehend Latin in the Latin order. Show the pupils that often the English has a similar word order. Have on the board sentences such as the following:

1. With honest pride the gift I take,
   And prize it for the giver's sake.
2. Sweetly did fall the dews of night.
3. That forest my dismay renews.
4. The things which I have seen I now can see no more.

5. All else will I relate.
6. Thee, O queen, the earth applauds.
7. Whom therefore ye ignorantly worship him declare I unto you.

Question pupils as to what word is the subject, object, etc. Then have a number of Latin sentences ready for comparison. Such an exercise helps very much in the comprehension of the Latin sentence.

Another way to emphasize word order is to write the sentence on the board one word at a time and inquire what that word tells. The pupil sees that each word adds to the thought, but that the thought is not complete until the last word (usually the verb in beginning sentences) has been written. The pupils' appreciation of the word order is enhanced by listening to sentences read by the teacher.

On cards slightly smaller than the page of the text write in Latin short stories, fables, and jokes, or mount on cards such material cut from old first-year books. (Pupils will help in the preparation of cards.) Where necessary add vocabulary that cannot be found in the regular text. Arranged in the order of difficulty and numbered to correspond to lessons of the text, these form excellent reading material for pupils of superior ability. They can be used while slower pupils are receiving extra drill, or as outside work for additional credit, or for the A grade in the contract method. (B.M.W.)

Reading Latin at Sight

The value of translation at sight is generally acknowledged. It is unquestionably one of the most successful means of developing vocabulary knowledge,

of stimulating a feeling for Latin words in their relation to one another, and of developing what we call "power" in Latin. The best place to introduce sight translation is at the beginning of the first year. It should be continued in greater or less degree as opportunity can be found as long as the study of Latin is continued. If sight translation is begun at the first of the Latin course while sentences are short and simple in structure, it will be much easier to teach and apply the methods to be employed. Furthermore it has the advantage of catching the pupil at the very beginning of his foreign language work before he has any fixed habits of study. Most teachers will agree, also, that sight translation affords the best opportunity for teaching how to approach a sentence, for teaching the basis of comprehending the meaning of a Latin sentence in the original, for correcting the ever present tendencies toward bad habits and methods of translation, and, in general, for properly guiding a pupil into the knowledge of "how to translate." It is a matter of much satisfaction and encouragement to the pupil himself to find that he is able to make progress from the first in the understanding and translation of Latin which he has not previously prepared.

A very satisfactory plan is to have part of the Latin in the advance assignment translated at sight when the assignment is made. In first-year work a part of the exercises may be assigned for preparation and the remainder translated at sight. The short stories interspersed between the lessons in many beginners' books lend themselves to the same treatment, and much of the reading matter in the back of the

more modern texts is well adapted to sight reading. Texts are available containing simple Latin suitable for sight reading.* Their use has its advantages, but sight reading is usually more effective when it forms an integral part with the text which is the basis for the regular work of the class. Cellophane slides are especially well adapted to this purpose since they provide an economical means through which the teacher may place before the class new reading material adapted in subject content and vocabulary to the immediate situation.

A very essential part of sight translation, as of other phases of the study of Latin, is the reading of the sentence in the original. This regularly precedes translation, but it will be found helpful frequently to have it done after the sentence is translated and with especial attention to phrases and to the grouping of words. It will often be helpful for the teacher to read the Latin in this way while the pupils follow the text. Sentence units are the most satisfactory in teaching beginners.

From the very beginning of sight reading much emphasis should be placed upon taking the thought in the order in which it is presented. Prepositional phrases and other similarly related groups of words usually must be taken together, but they do not ordinarily involve any extensive change in word order, and, in so far as possible, the Latin should be translated at sight in the order in which it is written. When the sentence has been taken up in that way and its meaning is clear, it should be translated into good English. This procedure will stimulate comprehen-

*See the bibliography on Collateral Reading in Latin given in Chapter XIII.

sion of the content as it stands, and, far from creating a tendency to a "mere exchange of verbal symbols," it will make for intelligent translation instead of the effort to piece words together until they "make sense." "Let the sentence unfold as it will," is an injunction which will afford valuable returns to all who follow it. While the absence of long, involved sentences may make this principle seem less pertinent in the first year, it is not too soon to instill the beginning of a most desirable habit.

A discussion of particular phrases or words is often necessary before the process of sight translation is completed. It may even be advisable at times to pass over the prepositional phrases until the main body of the sentence is understood, or to carry the sentence through stages in which the order of difficult parts is made more nearly to approach that of the English. Moreover the variant meanings of Latin words in different contexts are a constant source of confusion which must be met in the comprehension of new Latin. But the pupil who has training in sight translation from the beginning of his course will meet these difficulties so gradually that much of the trouble will be removed. (V.D.H.)

Translating English into Latin

The object of translating from English to Latin is to aid the pupil to a more detailed knowledge of Latin. Latin teachers generally recognize the difficulties this entails, and there is some uncertainty as to how it should be treated through the high school course as a whole under the present situation in Latin

methods. The advantages, however, far outweigh the difficulties, and "Writing Latin prose" will continue to be a most important part of the Latin course. Its place in the first year has, in fact, scarcely been questioned, and to that the suggestions made here are intended to apply. Word order, vocabulary, forms, and syntax present problems for the pupil who is translating English into Latin. For this reason much help should be given by the teacher. During the first weeks it is wiser to have all such exercises done first in the class than to assign them for home-work. When it does seem best to assign them for outside preparation, go over the sentences with care while explaining the advanced lesson. On the next day have the English sentences on the board when the class enters. If you wish to hold the attention of the class to one sentence at a time, write them so that they may be covered by a map with sentence one at the bottom. Then the map may be raised so that only sentence one is visible.

For material for translation from English to Latin the teacher may use: (1) The English of Latin sentences which the pupil has studied and translated. This is, of course, largely memory work. After writing the Latin of these English sentences which are on the board, the pupils may open their texts and correct their own work. (2) Completion exercises to emphasize the method of expressing a grammatical idea. Question the pupils in detail so that each one may know exactly what the object of the lesson is, and avoid repeating errors under the impression that they are correct. (3) The English sentences such as are given in the text where every word presents a problem,

or rather, several problems. The pupils should be taught the number of problems each kind of word presents; e.g., a noun has vocabulary, declension, gender, number, and case problems.

Pupils need careful guidance with the problems of word order. In the beginning when sentences are simple and may be written on one line, divide the paper into columns headed according to the principles already taught:

1.	Subject Puella		Object casam		Verb videt.
2.	Subject Puella	Mod. of Subj. parva	Ind. Object puerō	Dir. Object librum	Verb dat.
3.	Subject Fīlia	Genitive agricolae	Place Where in casā	Dir. Object rosam	Verb habet.

That is, as each new principle is studied, help the pupils to see its place in the sentence.

At the end of six or eight weeks, as soon as pupils have sufficient vocabulary, suggest that some one of them write a story in Latin. Correct the story, and ask the writer to copy it on the board before class time as a surprise. Use it as sight translation. This pleases the author and furnishes practice for the class. As more stories are written, the best may be kept for exhibit on the bulletin board or mounted on cards for outside activity. Occasionally select a short story in Latin, talk with the pupils about it in Latin, and ask questions and have them answer in Latin.

Hand to each of ten pupils an English sentence to be written on the board and translated into Latin. Make a second group of ten responsible for the same work. As soon as a pupil at the board, e.g., number five, takes his seat, the second number five goes to the

board, underlines errors (does not erase), and writes the correct form below. Both sign the work. This teaches pupils to be observant of errors. The sentences should be discussed before the whole class.

In writing the translation from English to Latin it is advisable to have pupils leave a wide margin on the paper and to write on lines two, four, six, etc. Then the incorrect word can be crossed out and the correct form placed on the line above. Let the teacher, when correcting papers, underline the incorrect word and place in the wide margin the number of the paragraph in the text which explains the way to write the correct form, or the number of the syntax rule. Then the pupil sees just what syntax he does not know and may learn to correct his own mistakes. (B.M.W.)

As the work of the year advances, assign sentences so as to have Latin-English one day and the English-Latin on the following day, for when both are given in the same lesson the tendency is to write the English-Latin and neglect the proper study of the Latin-English. In class do not allow the pupils to use their books. When the English-Latin has been written outside the class, have the papers collected and give the English for oral recitation in Latin, or write it on the board. If the pupils seem to be memorizing the sentences of the text, change some of the words, the number of the subject, or the tense of the verb. Such a method furnishes ear-training, pronunciation, translation, and concentration. Furthermore, the pupils, without their papers and their books, are absolutely on their own resources and consequently feel greater responsibility for preparation. (E.J.)

The approach to the writing of Latin prose may come in such a way that the pupils need not in their thinking separate it from their reading. In the first weeks a part of each period may be given to written work. However, the teacher cannot afford to overlook the importance of a variety of daily topics, for monotony is fatal. For example, on Monday let the work center about a personal experience of the pupils; on Tuesday, the description of a place; on Wednesday, a reading lesson reproduction; on Thursday, a story of Roman life; on Friday, a story suggested by a picture. Have sentences formed that make an application of the vocabulary and grammatical constructions that are in the week's work.

A very simple device for the reproduction of a reading lesson may be questions and answers. The teacher places on the board a question the answer to which will be the first sentence of the pupil's story. The questions are so worded that they contain the words and phrases necessary for forming the answers. At the same time they require connected thought in Latin and the application of the pupil's knowledge of case endings and verb forms. (M.F.)

A Competitive Recitation Game in Latin Composition

On the day when this game is to be used let the pupils remain seated as usual. Let the first pupil in the first row be at the head of the class and the last one on the last row be at the foot. The first pupil goes to the board and writes an English sentence at the teacher's dictation. He then underlines the first word or group of words, marks the proper directions for

converting it into Latin, and returns to his seat. The second pupil then passes quickly to the board and marks the next word or group of words, and so on to the end of the sentence. If there is an error, the teacher's "Wrong! Next!" sends the next pupil to the board. The one who makes the correction exchanges seats with the one who made the error and the game goes on. A sample sentence marked in this way is added here:

The man	gladly	gives	his mother	a gift.
M.Nom. Sing.	Adv. Pos.	3 Sing. Pres. Ind. Act.	F.Dat. Sing.	N.Acc. Sing.

The Latin is done next in the same manner. Word order can be arranged as the sentence is developed.

If the game is to be repeated, the one who has succeeded in remaining at the head goes to the foot and starts over. The others maintain the places they have won by writing their names on slips, which are gathered up and carefully kept in the order of seating. Some mark of honor for remaining at the head is stimulating. It is well also to record the "advance" other pupils make since some do make advances who will never reach the top. On the other hand a red check for those who lost their places is a reminder of the need for more careful preparation.

Although less work is covered during such a recitation, the attention of all the pupils is focused on the same thing at the same time, all have an equal opportunity to recite, the pupils like it, and it is useful as an occasional means of varying the monotony of recitation. The game may be used with other work in Latin if desired. (E.E.R.)

Word Order

It has been found that the position of words in a Latin sentence, especially those words which belong to certain parts of speech, is much more variable than was formerly supposed. This, however, does not mean that word order no longer need be taught or that it is an unimportant part of the first-year course. An understanding of the more elementary principles of word order is essential to such appreciation of the Latin language as even first-year pupils are expected to attain. It is closely related, also, to a proper emphasis on the importance of inflectional endings.

Probably the first thing which the pupil should be made to see in this connection is the fundamental difference between Latin and English. In an ordinary English sentence it is the **order** of words which shows their relation to one another, as subject, object, etc., and if the order is reversed the relation of the words is reversed. But in Latin it is the **endings** of the words which determines their relation to one another, and the order can be reversed without changing that relation; but if the **endings** are reversed the relation of the words to one another is reversed. For example,

Galba sees the girl.

But The girl sees Galba.

In Latin,

Galba puellam videt.

Puellam Galba videt.

But Puella Galbam videt.

This gives to Latin a great freedom in the position of the words and makes it necessary to observe the endings very carefully. It will then be shown, too,

that this flexibility in Latin word-order is not without one or more purposes. While English usually obtains emphasis by stress of voice, Latin does this by position. The normal order in Latin is subject, object, verb, but this may be varied at any time either for the sake of emphasis or because of the relation of the particular sentence to its context. The beginning and end of a sentence tend to gain emphasis, whether consciously or unconsciously, and the verb "to be," which usually is not emphatic, normally appears somewhere within the sentence. Sentences such as, "Whom did you call? ---------- John, did you say?" will serve to show that English also sometimes varies the order of words to fit a given situation and gains a difference in emphasis by so doing.*

Adjectives like *magnus, parvus, multus,* and *summus* usually precede the nouns whose meanings they modify; other descriptive adjectives often precede, but frequently also follow their nouns. The demonstratives (with the exception of *ille* meaning "that famous") and the numerals regularly precede their nouns as in English. Adverbs and adverbial phrases regularly precede the word or words whose meaning they modify. Genitives, possessive pronominal adjectives, appositives, and ordinals normally follow their nouns. (But the genitive often precedes its noun, and regularly precedes *causā* and *grātiā.*) Datives normally precede the word or words to which they are related; the indirect object frequently precedes, though it often follows the direct object. An adjective modifier in a prepositional phrase sometimes stands before the preposition. Normal word order may be said to

*See the examples on page 74.

be the subject and its modifiers; expressions of cause, manner, means, place, time; indirect object; direct object; adverb; verb. Variations from this order are frequent, sometimes for the sake of emphasis, sometimes because sentences in connected discourse are so organized as to link with the thought of the preceding sentence, sometimes as a mere matter of sound, and sometimes for other reasons. In many expressions there tends to be a fixed order of words, as *rēs pūblica*; *pontifex maximus*; *populus Rōmānus*.

This summary includes, perhaps, all the principles of word order which it is desirable to teach during the first-year course. There is a natural place for emphasis upon them during the translation of English into Latin; but there are many occasions for teaching them, also, during the study of forms and syntax and the translation of Latin into English. They should be developed gradually as the content of the course makes it opportune. Teachers will find it advantageous to consult the sections on word order in the Latin grammars. It is desirable also, to read "Some Facts of Latin Word Order" by A. T. Walker in the *Classical Journal* XIII (June, 1918), 644ff. The summary of facts reported there largely accounts for the nature of some of the statements which appear in the newer grammars and beginners' books. (V.D.H.)

Chapter VI

TEACHING ROMAN LIFE, CHARACTER, HISTORY, AND RELIGION

The importance of acquainting the Latin pupil with Roman life, character, history, and religion is generally conceded. While it is not expected that his knowledge along these lines will be complete at the end of the first year, it is essential that a broad beginning be made in that direction. The extended course in beginning Latin in many junior high schools increases the amount of attention which may be given to these topics, but the possibilities which the thoughtful teacher will find in any first-year course are far greater than might be supposed.

Stories and pictures in first-year texts, and often single sentences or simple allusions, serve as a basis for such study, or afford an opportunity for quickening the pupils' interest. Material for voluntary reading in Latin or in English may be taken from other texts, Latin readers, and from various other sources. Such passages may sometimes be written on the board, or projected by means of cellophane slides, for the pupil to translate at sight in class. The stories listed in the general outline which follows may be used in any of these ways. A part of them will be found in the regular text book. Pupils may be asked to give class reports on others, or they may be summarized in Latin for the class to read, or outlined in English, at the discretion of the teacher. Latin clubs provide an excel-

lent opportunity for extending such knowledge further through programs prepared by pupils and teachers.

Lantern slides, pictures collected from old texts, from advertising, etc., or secured through sources listed in the bibliography, are especially good for supplementary aids in teaching Roman life. The unified attention which the lantern slide affords especially enables the teacher to add to the understanding and interest. After the pictures have been studied and discussed, the pupils may make posters or scrapbooks, including plans and drawings, as of Roman houses or different styles of architecture. Dolls may be dressed to represent Roman men and women (or soldiers), showing the kind of clothing they wore. After showing the picture of the interior of a Roman household, for example, the pupils may write brief stories or essays relating to the picture. These and other similar devices provide material which may be used advantageously for "visitors' week" or for the general school exhibit at the end of the year.

The outlines which follow are intended to be suggestive as a matter of general guidance. It is not to be expected that any teacher will have exhausted their possibilities during the year's work in beginning Latin. On the other hand, a careful examination of the newer texts indicates that most of them contain in content or in pictures enough references to provide a basis for an introductory acquaintance with the whole range of subject matter which the outlines suggest. It is thought that if the teacher takes advantage of these opportunities spontaneously as they occur, without neglecting the essentials of language teaching, the pupils will

have received enough introductory knowledge on these topics to prepare them for a fuller understanding in the coming years of the high school Latin course.

There should be available in the school library, or in that of the teacher, volumes on Roman history, life, religion, etc., for personal reference and for the use of the pupils. See the bibliographies in Chapters XIII and XV.

A. Roman History.

I. Rome.
   a. Legendary founding in 753 B. C.
   b. Situation and early beginnings.

   Note: The stories of Aeneas, of Romulus and Remus, Capture of the Sabine Women, The Sabine War, and Tarpeia offer helpful points of contact here.

II. Kinds of Government at Rome.
   a. Early kings.

      Note: Stories of the Horatii and Curiatii, and of Cloelia, the Roman Hostage.
   b. Later kings—Etruscan influence.
      1. Power of kings increased.
      2. City enlarged and improved.
         (a) Temples built; walls; Cloaca Maxima; Circus Maximus.

      Note: Stories of Horatius, Scaevola, Servius Tullius, Tarquin the Proud, and the Sibylline Books.
   c. Early republic.
      1. New government established.
         (a) Consuls; Senate; Assemblies.
      2. Law of Twelve Tables drawn up (struggle for rights of common people).

      Note: Stories of Cincinnatus, Fabii, Manlius, The Sword of Damocles, Coriolanus, Marcus Valerius Corvus, How the Geese Saved Rome.

III. Growth of Roman Power.
  a. Italian Peninsula.
    1. Samnite Wars.
    2. War with Pyrrhus.
    Note: Stories of Disaster at the Caudine Forks, Appius Claudius, Fabricius, Mettus Curtius.
  b. Mediterranean World.
    1. West—Punic Wars.
    2. East—Macedonian Wars.
    Note: Stories of Scipio, Regulus, Quintus Fabius Maximus.
  c. Gaul—Caesar's Campaigns.
    Note: Simple stories as means of kindling interest—See the chapter on Collateral Reading.

IV. Decline and Fall of the Republic.
  a. The Gracchi.
    Note: The story of Cornelia and her Jewels.
  b. Civil Wars.
    1. Marius, Sulla and Cinna.
    2. Caesar and Pompey.
    3. Antony and Octavius.

Note: Teachers should not neglect the opportunities which may appear in these and other connections for stimulating a beginning of interest in Cicero, Ovid, and Vergil as well as in the second year of Latin which is more immediately ahead. There is little apparent need in the first year to carry the historical study on through the Flavian emperors to the later Roman empire, but teachers will naturally make use of any such references as the beginners' text contains.

B. Roman Characteristics

I. Obedience to Authority.
  a. Pater familias—the head of the family.
  b. Customs of ancestors.
  c. Laws of country.

II. Dutiful Devotion to Parents and Country—Patriotism.

III. High Regard for Family Life and Respect for Women.

IV. Faithfulness to Religion and Duty.

V. Pride in Roman Race and Achievements.

VI. Courage, Energy, and Patience.

VII. A Serious and Practical Attitude toward Life—a natural outgrowth of the struggle for existence in the beginnings of Roman history.

VIII. Frugality.

IX. Shrewdness in Business Transactions.

X. Sternness in Fulfillment of Duty—sometimes with apparent injustice to members of family (Brutus and Cato).

XI. Treatment of Slaves—often generous (Cicero), sometimes cruel in punishment (Cato).

Note: Several of the stories listed under Roman history serve to illustrate these characteristics—as Cornelia (devotion to family), Mettus Curtius (devotion to country), Horatius (courage), Aeneas (devotion to the gods and his people).

C. Roman Private Life

I. The Family.
   a. Sacredness of the home.
   b. Father's position and authority over household.
      1. Extent of household; wife, children, slaves.
   c. Worship of household gods and ancestral spirits.

II. Education.
   a. Home training in thrift, industry, and ancestral customs.
      1. Home training for girls.
   b. School for boys, regular course by end of first century.
      1. Ludus—elementary, boys at age of seven, attended by slaves.
      2. Grammaticus—study of Greek and Latin poets.
      3. School of Rhetoric—training for political life and the law courts.
         (a) Study of Rhetoric and Philosophy in Greece in later years of the Republic.

III. The Roman House.
   a. Vestibule and atrium—decorated with mosaics, statues, and paintings.
   b. Triclinium—arrangement of table, with couches for reclining.
   c. Peristyle—inner court or garden surrounded by colonnades with sleeping rooms adjoining.
   d. Library—bookcases, etc., and arrangement.
   e. Bathroom, kitchen—heating system.
   f. Wall decorations and general furnishings.
   g. Country Villa—compared with city home.

IV. Roman Dress: Men.
   a. Toga.
   b. Tunic.
   c. Paenula—close fitting cloak.
   d. Lacerna—open cloak.
   e. Foot-wear, hairdress, etc.

V. Roman Dress: Women.
   a. Palla—outer garment corresponding to toga.
   b. Stola.
   c. Footwear, hairdress, jewelry, etc.

INTERIOR OF THE HOUSE OF CORNELIUS RUFUS

Lehmann Pictures

VI. Social Life.
  a. Early morning calls of clients.
  b. Forenoon devoted to business.
  c. Light lunch and rest at noon.
  d. Games and other amusements in afternoons, followed by visits to public baths.
    1. Toys and games for children.
  e. Meals and banquets.
  f. Vacations for the wealthy.

D. Roman Public Life

I. The Forum and Its Significance.

II. Public Buildings—temples, basilicas, amphitheaters, theaters, thermae; also arches, aqueducts.
  a. Their significance in Roman life.
  b. Orders of architecture (Doric, Ionic, Corinthian), and Roman characteristics.

III. Classes of Citizens—patricians, knights, plebs, clients, slaves.

IV. Government.
  a. Roman officials—quaestor, aedile, praetor, consul (with lictors).
  b. Senate and popular assemblies.

V. Professions and Trades.
  a. Merchants.
  b. Bakers and other craftsmen.
  c. Bankers and money-lenders.
  d. Lawyers.
  e. Physicians, teachers, authors.

VI. Amusements.
  a. Chariot races and other Circus games.

b. Gladiatorial combats and fights with wild animals in the arena.
c. Theatrical performances.
d. Festivals in honor of the gods.

VII. Travel.
a. Famous roads—Sacred Way and Appian Way.
b. By land—chariots, carriages, litters, etc.
c. By sea—ships.

E. Roman Religion and Mythology

I. Basis.
a. Belief in an unseen power which influenced for good or evil the smallest details of a Roman's daily life. An influence to strengthen Roman character and build up the Roman State.
b. Belief that each thing in nature and human life had a guardian spirit.

II. Place and Manner of Worship.
a. In temples, or at shrines in the home.
b. Rites and ceremonies.
1. Offerings.
(a) Fruits of the earth.
(b) Sacrifices of animals.
2. Prayer of priests for obtaining favors.
3. Festivals in honor of gods.
c. Priests.
1. Head of family in charge of religious observance in homes.
2. Pontiffs in charge of state religion.
3. Augurs consulted omens and flight of birds.
4. Haruspices inspected vitals of victims offered for sacrifice.
5. Priests of particular deities: Flamens, Vestal Virgins, Priests of Mars.

6. Sibyls—certain women inspired by the gods to prophesy.

III. Roman Gods and Goddesses.

1. Lares and Penates—guardian deities of the household and the storehouse.
2. Vesta—goddess of the hearth.
3. Saturn—god of sowing.
4. Jupiter—chief guardian of Rome and god of the sky.
5. Juno—queen of the gods and special deity of women.
6. Minerva—goddess of wisdom.
7. Venus—goddess of love and beauty.
8. Mars—god of war.
9. Mercury—messenger of the gods.
10. Neptune—god of the sea.
11. Apollo—god of the sun and god of music.
12. Diana—goddess of the moon and goddess of the chase.
13. Vulcan—god of fire.
14. Ceres—goddess of fertility and crops.
15. Bacchus—god of wine.
16. Janus—two-faced god.

IV. Demigods and Mythological Creatures.

1. Atlas.
2. Castor and Pollux.
3. Hercules.
4. Daedalus and Icarus.
5. Hero and Leander.
6. Midas.
7. Minotaur.
8. Orpheus and Eurydice.
9. Pandora.
10. Perseus and Andromeda.
11. Perseus and Medusa.
12. Philemon and Baucis.
13. Wooden Horse.

V. Mythological and other Classical Allusions.

Classical allusions are best explained by the stories which illustrate their meaning. The expression and the meaning may then be written on the bulletin board and kept there a few days until pupils become familiar with them. Some of the allusions which may be explained are:

1. An Icarian adventure.
2. A Herculean task.
3. The Midas touch.
4. Work like a Trojan.
5. Between Scylla and Charybdis.
6. The thread of Ariadne.

Pupils should be reminded to watch for these and similar expressions in current magazines for the bulletin board or for posters and scrapbooks. The range of classical allusion extends much further, and pupils should be encouraged to know why we find advertisements of "Hercules combs," "Hercules screw-drivers," "Medusa cement," "Minerva yarns," "Apollo pianos," "Vulcan matches," etc.

F. Roman Gifts to Civilization

This topic has been largely covered by inference not only under Classical Allusions, but under Characteristics, Public and Private Life, and to some extent under Roman History. Every opportunity which the thoughtful teacher may have at hand will be used to acquaint pupils with the extent to which our civilization is embedded in the Greco-Roman past. To list these contributions under the headings Alphabet, Language, Literature, Art and Sculpture, Architecture,

Monuments and Tombs, Ideas of Government, Legal System, etc., scarcely touches the question from the point of view of teaching beginning Latin. It is through innumerable divisions of these larger units that the teacher will best impress upon the minds of the pupils the extent to which Latin lives in every environment of their daily lives. (M.H.A.) *

*Miss Alden's contribution was revised, with her permission by the class in the Teaching of Latin at Ohio University Summer Session and rewritten by Marguerite Doris Goodson, Alice Templin, and Leonard Terry Ball.

Fasces—from a bas-relief

CHAPTER VII

THE DERIVATION OF ENGLISH WORDS

The importance of Latin for increasing one's knowledge of English continues through all the years the language is studied. It may be said that, of all the good reasons for the study of Latin, this value for English is the one of greatest consideration for the pupil who studies the language for only two years. And of the several values of Latin for English one of the most evident comes through word study. The large number of derivatives from Latin roots is proof of the abiding influence of Latin, and the conscious, well-directed application of the study of these develops a consciousness of the English which makes for precision, facility, and appreciation. Help the pupils to appreciate the fact that when they have once learned a Latin root, it becomes the center of a whole family or group of words derived from it, and built upon it, through the aid of prefixes and suffixes.

Systematic study of derivatives should begin with the first lessons. The earliest derivatives should, in a very special sense, be useful words, that is, so like the original Latin words that a knowledge of the English tells something about the Latin. Let the study be so arranged that certain principles are followed.

As each declension is learned, illustrate it first by English words that preserve the original nominative singular, and even sometimes the nominative plural. The examples which follow include, first, words which

preserve the Latin plural as well as the singular, then words which have either the English form of plural or no plural at all. First declension nouns preserved in the English are formula, -ae; vertebra, -ae; also area, arena, camera, inertia, villa. From second declension nouns are focus, -i; stimulus, -i; radius, radii; also campus, chorus, circus, discus; datum, -a; stratum, -a; memorandum, -a; curriculum, -a; medium, -a; album, auditorium, forum, momentum, odium, premium, rostrum, serum; minister, vesper, interger (from adj.). Examples from the third declension are axis, axes; basis, bases; index, indices; genus, genera; opus, opera; also actor, arbor, honor, omen, senator, specimen, victor. From the fourth declension are census, impetus, prospectus, status; and from the fifth declension rabies, series, species. Among these are words such as index, medium, focus, and formula, which have the English as well as the Latin form of plural in English. Care must of course be taken to avoid leaving a wrong impression concerning these.

In the first and third declensions there is opportunity to study words that appear in English with slight changes, such as the dropping of final *-a*, or *-ia*, *forma, vigilia*; the changing of final *-a* to **-e**, *causa, rosa, fāma*; of final *-ia* to **-y**, *victōria, familia, iniūria*; of *-tia* to **-ce,** *grātia, scientia*; of final *-tās* to **-ty**, *gravitās, lībertās*; of final *-tiō, -siō*, and *-iō* to **-tion, -sion, -ion,** *nātiō, sessiō, legiō*.

The most important part of speech in Latin for English derivation is the verb. A comparatively small number of roots will enable the pupils to define with accuracy a very large number of the words they meet.

From the present stems come such verbs as move, laud, labor, tempt, veto, cede, expect, export, recipe, reduce. The participles have furnished many English derivatives; as, present tense: expectant, vacant, continent, permanence, decency, solvent, affluence, agency, convenient, experience, expedient; future passive: agenda, dividend, reverend, referendum; perfect passive: accommodate, nominative, complete, completion, prohibitory, act, fraction, position, verse, success, mission, progressive, advent, expedite, audit, infinite, infinitive. The word future comes from the future active participle, but the ending **-ure** which appears in a large number of English nouns, as capture, scripture, etc., comes from a Latin ending *-ūra*, denoting action, process, and the result of action.

Derivatives from adjectives may be emphasized to advantage when comparison is the topic of study, for then the words derived from the comparative and superlative give help in memorizing the new forms. Some examples are: major, minor, minimum, maximum, pessimist, plural, junior, senior, exterior, inferior, superior, supreme.

The idea of the prefix can be taught within the first weeks, as soon as the prepositions *ab*, *dē*, and *ex* are known. With the prefix *ad* the principle of assimilation may be taught, for in compounds the **d** is assimilated to a following **b, c, f, g, l, n, p, r, s,** or **t**: abbreviation, accept, affect, aggregate, allude, announce, approve, arrogant, assent, attract. This assimilation usually takes place in the Latin itself. Before **q** it appears as **c**: acquire. Instances of the dropping of the consonant are comparatively rare: achieve, agree, aspect. Other prefixes which may be

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used in the first year are *in* (into), *in* (negative), *com* or *con*, *dis*, *re*, *sub*, *per*, *inter*, *ob*, *prae* (**pre**), *contra*, and *trāns*.

A few of the suffixes may be emphasized with their modifications in English derivatives: as *-ōsus*, copious, studious, injurious; *-ilis*, facile, mobile, simile; *-īlis*, civil, hostile, virile; *-bilis*, curable, habitable, invincible; *-ālis*, moral, lateral, rural; *-icus* (*-cus*), civic, pacific, public, Italic.

Lessons in word study may be given in which the correct spelling of words derived from Latin is the main thought. For example: comparable, inhabitant, terrible, audible, separate, probation, regent, efficient, intercession, reception, where the Latin principal parts are a key. It must be remembered, however, that there are enough exceptions in spelling among the words of common use to make too broad generalizations dangerous, and it is sometimes desirable to call attention to the spelling of particular words. For example, the knowledge of *parō* is the key to the spelling of the word separate, but if the pupil applies the same principle to *cēdō*, it will not aid in spelling the words exceed, precede, proceed.

Attention should be given also to the double consonants which arise from Latin roots and from assimilation of the prefixes *ad*, *com*, *ex*, *in*, *ob*, *sub*, as in a*dd*ition, a*cc*ession, co*mm*it, co*ll*ateral, e*ff*icient, i*ll*egal, o*pp*osition, su*pp*ort.

The origin of the more common abbreviations should be included in the word study lessons.

In the last two months of the year variety may be given to the study of derivation by assigning topics. For example, let one pupil (or one group of pupils)

take the topic **school.** There must be prepared a list of Latin words relating to school and the English words derived from them. Other topics which may be used are family, time, fire, water, earth, animals, human body, occupations, trees, flowers, and plants, garden, science, mathematics, radio, music, ten adjectives descriptive of men, ten adjectives descriptive of things. Such work may be placed on the board or put into the more permanent form of charts or booklets.

Derivation notebooks may be required in which pupils keep a record of word studies. Derivation cards, also, may be used to correlate Latin and other subjects. The pupils carry cards slightly smaller than the page of the text, on which they record important words of the week's vocabulary and the list of derivatives of these words as they find them in the other subjects. They may add the phrases or sentences in which the word appeared. (B.M.W.)

The derivation of words should be taught with each day's lesson. The pupil in this manner gains a greater knowledge of his mother tongue, and his attention becomes focused upon the importance of the study of the classic language. His interest is aroused. Latin lives for him. Only a few minutes of each recitation need be used for this. With a first-year class the following methods have been found effective.

One Latin word was assigned to some one pupil each day with the request that he make a list of all the English derivatives he could find. Before class the pupil was to place this list on the board. In class the words were discussed as to their meanings and their use in sentence structure. English sentences were

given in which the new English words were used. When each pupil in the class had been assigned this task, we varied the method by assigning five English words to one pupil daily, with the request that he study the New International or New Standard Dictionary and report in class the origin of each English word. It required two months for all the pupils to participate fully in this work.

The next two and a half months derivatives were taught by the use of advertisements. A pupil brought to class each day a newspaper clipping containing words derived from Latin. This clipping was placed upon the bulletin board before class and discussed in class. Each week the clippings pertained to a certain subject; e.g. radio terms derived from Latin. The boys and girls also brought clippings from the Sunday papers on Monday mornings, items of news about Italy, her provinces, Vesuvius, Carthage, Pompeii, etc.

In the second semester the English rhetoric classes were studying prefixes, suffixes, spelling, and sentence structure. At this time the Latin classes made a special study of this same work. We also tried to form a list of Latin words used in English without change. We placed these words upon stiff cardboard and in the form of posters hung them in the recitation room. Later each pupil was requested to use his own originality and make a poster to illustrate the derivation of a word or words.

The last six weeks of the school year each pupil prepared a Latin scrapbook. In this he was to place what he desired, newspaper clippings, trade names, advertisements, pictures of the ancient times, mytho-

logical stories, etc., and there was less continued emphasis on derivation. Each pupil selected a name and a motto for his scrapbook. The boys and girls seemed to enjoy this work very much. (L.A.W.)

Some years ago the Newspaper Enterprise Association of Cleveland issued to newspapers a series of short articles entitled, "Learn a Word a Day." In each article appeared the pronunciation, meaning, and derivation of an English word, together with a sentence to illustrate its correct use. During the winter of 1927-28 a collection of similar articles was brought to class by a pupil. Among them were the following words: sagacious, punctilious, mandate, ingenuous, pageant, erudite, cadet, biscuit, connoisseur, dilettante, prosperity, sophisticated, conversant, spontaneity, alternate.

This suggests an interesting method of word study for Latin classes. A word a week regularly assigned to the class for study adds materially to the English vocabulary. Thus a Latin teacher can help to fix the habit of trying to understand the meanings of words so firmly that the pupils will be dissatisfied with superficial and hazardous guesses. Assign a word to two members of the class on Friday with the understanding that they are to write their reports on the blackboard before class assembles on Tuesday. In class give attention to the reports and ask for sentences to illustrate the use of the word. If desired, have the best sentences placed on the board. Ask each member of the class to compose or to find examples of the word for class by the next Friday.

The difficulty in learning the nominative and accusative plural of neuter nouns can be lessened somewhat by working out an *-ium* neuter poster. In the center of this poster are five typewritten sheets on which are one hundred thirty-five *-ium* nouns, their meanings as Latin words, and derivatives. Thirty-five of these were found in English with forms and meanings unchanged, seventy-one appear as derivatives modified in form, and the remaining twenty-nine are unrelated to English. It was discovered that when the English language takes possession of these words it cuts off the tails of some; as consort, council, stipend, proverb. Others have their tails "cropped"; as edifice, domicile, privilege, silence, vestige. Around this list are pictures and readings containing either the Latin word or its related English word. A picture of the natatorium from Culver Academy, the leprosarium in the Philippines, and a paragraph about honorarium added interest. Pandemonium always reigns supreme when we win a game from our most formidable foe on the athletic field.

Most beginning Latin texts give but four *-ius* nouns of the second declension; *gladius*, *socius*, *fīlius*, and *nūntius*. For obvious reasons there was added to these the word *radius*, and to the list of derivatives was added the list of radio terms found in the *Classical Journal*.

In this intensive word study four hundred nineteen English words were found in **-ty** from the Latin *-tās*, as brevity, calamity; and two hundred ninety-nine English adjectives from Latin adjectives in *-ilis* and *ilis*. Latin participles in *-ns* provided five hundred eleven words like opponent, president.

This work in derivation is an alluring detour. Exploring for new English terms related to Latin is a great adventure. Backward pupils often may be stimulated by it to greater effort. Experience shows that this emphasis on etymology more than pays for the time it requires, both in the direct results and in the interest it creates. (C.R.M.)

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English Derivatives. Besides the specific works included here many helpful articles may be found in the back numbers of the *Classical Journal* and other periodicals listed in the general bibliography. The teacher will also find many helpful

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Winged Victory Writing on a Shield—from Trajan's Column

Chapter VIII

CLASSROOM PROCEDURE

The questions of class management in Latin are, of course, closely connected with the questions of aims, methods, and devices, discussed in previous chapters. They must be subservient to knowledge of subject content, but are, together with methods, the means of making the subject content live in the minds of the pupils. One should not underestimate the value of suggestions for the Latin classroom, but it is equally important that they be so adapted as to reflect and be a part of the personality of the individual teacher.

First Week of School

The first few days in beginning Latin are very important for the influence they will have upon the pupils throughout the year. It must be remembered that many pupils have gained the impression that Latin is very difficult and of little practical use. To remove this impression there must be created an enthusiastic interest. This rests almost wholly upon the teacher and is determined by her methods during the first few days. Suggestions which should be helpful are made under "Aims" in Chapter II and should be considered also with what appears here.

Such subjects as the importance of Latin in ancient times, the modern Latin in the Romance languages, especially the relation of Latin to our own

language, and the words in English that have been brought over from the Latin, suggest an unlimited opportunity for the teacher to touch the spring of interest in almost every pupil the first day. The fact that educated people of all nations have studied Latin for two thousand years also makes an impression on the student.

It often sets the pupils to thinking if each one is asked to give or write a good reason for studying Latin. One result is an atmosphere for the reception of the many reasons which the teacher can supply.

On the first day the teacher may relate one of the beautiful myths which belonged to the religion of the ancient Romans. The class will listen eagerly if the story is well prepared and well told, and will think that it is going to be interesting to learn more about these wonderful people.

If only the introduction and rules for pronunciation are taken at the beginning, it tends to kill the interest even of the brightest pupils. On the other hand, if the verb "to be" and several transitive verbs are given at the very beginning, and the nominative as subject and predicate and the accusative as object are presented early so that the pupil can use sentences at once, he feels that he is accomplishing something. Begin by making simple sentences that can be understood with the help of a gesture, as *Haec est fenestra. Haec est ianua. Haec est tabula. Nōmen in tabulā scrībō.* Then pass papers and have pupils write their names. Tell them in Latin: *Scrībe in pāpyrō nōmen.* Write your address under your name, and say: *In quā viā habitās? Scrībe.* Let the first impression that the pupil receives be that Latin is a language, a means

of communication, not a mass of rules. As soon as the two cases are learned, it stimulates interest to write Latin sentences on the board, using just the base of the nouns and allowing the pupils to fill in the endings.

Teachers should not tell beginners that there are five declensions and four conjugations. Such remarks create a wrong impression of the difficulties to be met. It is right for the teacher to look and plan ahead, but hold the pupil to the immediate task. (E.J.)

Call the beginner's attention to the many ways in which Latin is a part of our everyday life. Mention the large percentage of Latin derivatives in our English language and illustrate this with words from the first vocabulary. Show how the study of Latin helps in the spelling of English words. Have the pupils bring to class Latin words and mottoes which they have seen on public buildings and elswhere. Mention the fact that many universities and colleges have Latin mottoes, and give a few; also that two fifths of our states, and the United States, have Latin mottoes. It is possible to sing one or two stanzas of *America* in Latin, or some other song, if attention has been given to the pronunciation. (B.McC.H.)

Numerals make a good introductory lesson, for they tend to make pupils feel that they already know something about Latin. Have on the board three columns, in the first the English numerals 1 to 10, in the second their Latin equivalents, and in the third write their common derivatives as you talk and draw them from the pupils. Let the pupils begin to realize

in this way that Latin is to be found everywhere in the things of their everyday life, even before they have begun the formal study of the language. (B.M.W.)

The Assignment of Lessons

As a basis for discussing the assignment of lessons we may assume the following: (1) We are teaching not only Latin but the way to learn Latin. (2) We are seeking a progressive development of the power to read or to translate Latin. (3) The valuable by-products are the result of actual teaching and assignment.

The mechanical phase of the assignment should not be neglected. It is just as important that the teacher's wording of the assignment be terse, concrete, and unquestionably definite as that pupils sit in an attitude of attention with pencil and notebook ready. The time for explanations is before or after note-taking. The teacher's assignment should be uninterrupted and given but once. A restatement the next day offers a means of associating the old work with the new and arousing interest in what is yet to come. Incidentally, this restatement sheds much light on the preparation of members of the class.

The ideal time for an assignment is said to be at that place in the lesson when a question arises to which the assignment is the answer. Endeavor to make it at the most opportune time and avoid hurried assignments either at the beginning or at the end of the period.

The ability to assign the lesson well is an art and should be cultivated. The pupils should under-

stand that they are responsible for every detail, and the teacher must be sure to establish the relation between the previous day's lesson and the assignment which is being made, for one must follow the other logically. Interest should be maintained, thought provoked, and effort made during the assignment as well as during any part of the recitation so that intelligent study will be insured.

Every assignment should be followed by a few minutes of study of the new topic. This is the teacher's time not only for guidance in habits of study, but for discovering some of the pupils' difficulties.

The length of the assignment and the time for the preparation of the lesson depend upon the capacity of the class and the difficulty of the work involved. If the work is complicated and difficult, assign less; if relatively easy, assign more. What may be a short assignment for one class may be a fairly long assignment for another. In order to take care of this difference in mental ability, the ideal assignment should have some elasticity.

A few maxims evolved from classroom experience may be used as a basis against which to check one's work: (1) Do not let any pupil get the habit of writing out his translation. (2) Avoid sameness. Have a variety of means for attaining the same purpose. (3) Do not assign lessons of such a nature that their preparation cannot be tested. (4) Do not give assignments which waste the time of the pupil. Time spent should bring a return value of success or improvement in some kind of Latin work. (5) Language teaching is a process of habit-forming. Therefore, be sure to form only accurate habits. Home-

work should be only such as can be prepared accurately. Unlearning is a very serious task.

There are three kinds of assignments: progressive, preventive, and corrective. By a progressive assignment is meant the next orderly forward step for a class, generally the next lesson in the text. Preventive assignments have always been given by skillful teachers, who, through their experience and knowledge of the text, are endeavoring at all times to prevent misunderstanding and to remove difficulties before they arise. The corrective assignment is a form of drill to eradicate mistakes. Such problems as incorrect forms, the translation habit of hunting subject and verb, lack of correlation between eye and ear memory, undue respect for case names, and lack of interest in the English equivalents appear every year.

As language teachers we are concerned with the acquisition of a vocabulary, the mastery of inflection, a knowledge of syntax, a familiarity with word order, and the ability to read, comprehend, and translate the text used. One of our problems, then, is to devise assignments that will eliminate "trial and error" methods of study and contribute toward economy of class time.

Upon vocabulary, inflections, syntax, and word order can be built a whole series of exercises which may be used to vary study and drill. For example, the following suggestions are made with regard to vocabulary: (1) Bring it up to the standard by exercises or contests. (2) Make it yield its quota of derivatives. (3) Use the English derivative to recall the Latin. (4) Show the use of prefixes and suffixes in word-building. (5) Collect Latin family

groups. (6) Regroup Latin words into connected vocabularies, such as those of logical sequence, character of an object, etc. (7) Review translation or reading exercises. (8) Assort words or phrases for substitution tables. (9) Drill on substitution tables.

A substitution table consists of a given number of sentences whose subjects, verbs, complements, and modifiers are interchangeable. This provides a device which lends itself to all problems of Latin vocabulary drill, verb inflections, word order, translation, and oral reading.

Errors in verbs are frequent and serious. We need to assign exercises to attain both accuracy and ready translation. There should be exercises to stress (1) the stems as well as the principal parts; (2) the miscellaneous verbs as well as the paradigms; (3) English translation of the passive voice; (4) recognition of conjugations; (5) the value of tense signs.

A series of exercises based on verbs may include changes of number, person, and tense, the use of complementary infinitives, interrogative sentences, etc. (C.T.)

Instruction as to Methods of Study

During the first month or six weeks teach the pupils how to use their books, including the table of contents, index, the text content, illustrations, vocabularies; how to summarize; how to outline; and how to prepare a lesson.

In teaching how to prepare a lesson it is desirable to have days of supervised study after the assignment has been given. Tell the pupils to follow this outline:

(1) Read the assignment from your notebooks; decide what you must know and what you must do to learn it. (2) Get books and other necessary equipment; be physically comfortable. (3) Study; concentrate all your attention on your work. (4) Review the lesson by noting what the important points are. (5) Connect the points so that you can give them in outline. (6) Judge your work: Is it the best you can do? Is it neatly prepared? Is it worth the highest mark? Are you pleased with it?

During this time go slowly enough so that every pupil can be held rigidly responsible for completing the assignment. He must feel the necessity of doing thorough and accurate work. Thus only will he get a good start. Pupils are more likely to feel the importance of doing thorough and accurate work if they occasionally check their habits of study. Have a slip of paper on each desk as the pupils enter and ask them to fill out (1) the name, (2) the time spent in preparation of the lesson, (3) the amount of work accomplished, and (4) the things not understood. When handled with judgment and tact, this device has a good effect in securing more faithful preparation on the part of the pupils. It also helps the teacher to see what causes the difficulty in the case of some pupils who would not otherwise ask aid. At all times make the assignment definite and do not give more than the pupils can learn or than you are sure you can cover in the recitation time. A short assignment well prepared and discussed in class recitation makes for more rapid progress than longer assignments poorly covered. (B.M.W.)

THE RECITATION

The teacher's work should be planned so thoroughly that it will not be necessary to refer to the text except when the translation exercises are being used. When the lesson is well planned, a proper proportion of time can be given to each part, and variety can be arranged for so that there will be no monotony. If an interesting picture occurs on the pages of the lesson, have a story ready for it, or have a pupil prepared to explain it. Since many of the pupils will not take Third- or Fourth-Year Latin, it is well to bring to them information about the city of Rome and Roman history and some of the great stories of mythology. Such work may also be used to inspire some to complete the four years, and it adds some background for the reading of Cicero. Any extra time at the end of the period may be well spent in some suitable sight translation.

Have as many pupils working at the board at a given time as space permits. This is a good way to cover a great many sentences and to drill on declension and conjugation at the same time. Provide for the pupils who remain at their seats by giving individuals a space at the board to watch, or by writing a drill exercise covering similar points, or by assigning translation work to be presented to the class later.

If pupils are held responsible for the correction of mistakes made by the person reciting, the interest of all is retained. A form of socialized recitation may be used occasionally; e.g., John detects an error in Henry's work, raises his hand or rises. When recognized, John questions Henry until Henry sees his mis-

take and corrects it. In such questioning hold the class to the courtesies of an organized club. (E.J.)

In general a recitation period in First-Year Latin has six parts: (1) Assignment of lesson (copying from board into notebook and explanations). (2) Review drill and word study. (3) Reading of Latin and translation into English. (4) Translation of English into Latin. (5) Summarizing. (6) Variety, which may come into the recitation at the most suitable places.

This does not mean that time should be divided equally, or that the procedure should be in the same order each day. In every recitation place emphasis on the subject of the lesson. If the lesson introduces a new tense, be sure that the new tense is the important thing in that recitation. If the lesson assigned is reading and translation, have reading and translation, not a quiz on forms and syntax. Have a purpose for each lesson and let the pupils know what it is; then hold them responsible for that knowledge. At the close of the lesson sum up the main points which you assume the pupils have learned and assign them for review at home,—the new words, the new forms, or the construction which has been emphasized. (B.M.W.)

Have pupils assigned to write English sentences on the board before taking their seats when they enter the classroom. Also have one pupil assigned to write the English words of the vocabulary before taking his seat. The pupils enjoy these little duties, and much time is saved. A re-assignment of the duty may be made from time to time as the teacher sees fit.

Assign the lesson for the following day. Explain carefully new syntax or constructions. Pronounce carefully the new vocabulary and have the pupils pronounce all difficult words. If the new lesson involves conjugation or declension, be sure that the pupils are able to pronounce the forms correctly before they learn the new material. A form learned incorrectly is practically permanent in the pupil's mind.

If the arrangement of the textbook permits, assign part English to Latin and part Latin to English each day. This lends variation to both preparation and recitation.

Drill on the conjugations or declensions in the lesson, or if new syntax and constructions are involved, have the class discuss them and give several examples both in English and in Latin.

Translate the Latin to English sentences, analyzing thoroughly the special syntax and constructions involved. Have the sentences read in Latin, watching pronunciation carefully. Some teachers prefer to have these sentences translated on the board as in the case of English to Latin.

Send pupils to the board without books or papers to translate the English sentences which the pupils have written on the board. While these sentences are being translated, drill the class on vocabulary by means of the English words which one pupil has written on the board. The pupils should give nominative and genitive cases and gender of the nouns; the third and fourth principal parts of verbs should be emphasized and distinctly enunciated. Proper emphasis should be given to declensions and conjugations. The derivation of common English words should be dis-

cussed. Time may be wasted in stressing far-fetched derivations. Vocabulary drill should be rapid and the words given in various orders. The teacher may point to the English words, calling for the Latin words in rapid succession from various members of the class. This method stimulates thorough preparation.

Have the pupils read the sentences on the board and have the class suggest corrections. The pupil may make corrections on his own sentence, or another pupil may be required to correct mistakes pointed out by the class.

If time remains, review previous conjugations, declensions, syntax, and constructions. Undoubtedly lack of time for systematic review is one of the weak points in language work. Syntax and verb construction can be reviewed rapidly by giving examples in English. For instance, the teacher may say "What construction have we in the sentence, 'The man came to see his friend'?" In analyzing specific abilities one usually finds that the first difficulty is to understand the structure of the sentence in English.

Supplement the work in the text by numerous easy sentences covering all the minimum essentials of first-year work. It is only by much repetition that the pupil becomes thoroughly acquainted with the various syntactical uses. Textbooks are often very limited in examples of syntax presented. The direct method may be applied to advantage in such work.

Have pupils assigned to erase the board before leaving the room so that sentences for the next class may be written quickly. If the next class has the same work the English sentences may be left on the board.

Individual instruction after school hours is valuable in lessening retardation and also in stimulating preparation. (I.R.K.)

Occasionally during the first half of the period let those whose work is good enough to be of value to all recite. These may then give attention to extra work while the poorer may be given such drill as they need. The better pupils do not need to listen to boresome drilling, and the poorer can have their drill without embarrassment of the presence of those who can do so much better.

Occasionally, too, have a clearing-house day. Let this be so well planned that every child is busy reviewing or making up work. It is best to give each individual a slip on which is written his work, of course the point or points in which he is weakest. Use a few of the best pupils as assistants to look over work with you, or to explain a construction to a pupil who has been absent and drill him in its use.

Keep an atmosphere of good cheer. No one does his best when surrounded by unfriendly criticism. Few children ever need it, and the whole class never does.

While some of the pupils are at the board, keep an eye on them, but be doing something with those at their seats. Let no pupil be idle. Make corrections of board work with the attention of all, for the mistake of one is probably the mistake of many. Mark enough daily home-work to be acquainted with the situation. Know what needs to be emphasized and emphasize it frequently. Encourage pupils in detecting mistakes. There is a vast difference in the "seeing" powers of

different pupils, and the earlier one gets this close observation habit on the part of every pupil the fewer mistakes will be made.

Let every pupil have such an experience that he will always take it for granted that there will be some place in the recitation where he will need the information or skill that he is to obtain by his own efforts. He must know that if he cannot show that he has such information or skill something unpleasant will happen, though outside the class, and he must know just as surely that if he shows improvement or does more than the allotted task, there will be pleased recognition and just reward. (E.R.M.)

Reviews and Tests

The written review and the occasional test help to provide both teacher and pupil with the means of estimating results with some measure of accuracy. A pupil may drift without realizing the result; such a one especially needs reviews as a means of checking his work. Let these reviews be frequent, at first weekly, later perhaps less frequent. On the day previous to the review list in the assignment the points on which you have decided the pupils need additional study.

Give a short written review which will require about half of the recitation period. This is enough to indicate to the teacher and the pupil the things which need more study. Let the teacher bear in mind that certain forms are more important than others because they occur more frequently, or because they show the differences of declensions or conjugations. Synopses of verbs, for example, should be required most frequently in the third person singular and plural.

Mark the papers, return them, and discuss the points that are misunderstood by a number of pupils in the class. Those whose papers have too many mistakes need the personal attention of the teacher, more study on the part of the pupil, and a rewriting of the lesson. In marking the paper place some Latin phrase of praise on the better papers. This helps the pupil to take pride in good results. Sometimes pass out the best papers first with some complimentary remark to the owners. (B.M.W.)

Marking Papers

The marking of papers frequently comes to be a real burden to teachers with large classes in Latin, and there are times when this may become a serious handicap to the teacher's efficiency in the work as a whole. A partial solution of the problem is often to be found in the nature and form of the tests and written reviews. It is obvious that some informal tests require more time than others and that the one-word test and many tests of the standardized type may be graded quite rapidly. Part of the content of almost any test may be adapted to rapid marking and yet serve well for the purpose of the test. Additional care thus used in setting the test may result in saving much time in marking papers as well as in more satisfactory results from the test itself. Many teachers have found that to a large extent pupils profit by marking daily papers themselves under careful directions.

In general, in practice work such as forms and sentences for translation from English to Latin, let each pupil mark his own paper so that he may see his

own mistakes and correct them as the marking is being done. If every other line is left vacant when the paper is prepared, it makes for neatness in corrections. If these daily papers are placed on the desks, the teacher may pass through the aisles and glance at them to see the amount finished while the class copies the assignment. After correcting a number of English to Latin sentences and reviewing the main points of the exercise the teacher may give one sentence to be written immediately as a test. Collect these papers, mark them outside the class, and return them on the following day.

Occasionally let the members of the class exchange papers, or the teacher may collect them and hand them out so that no one knows who is marking his paper. Let the one who marks the paper sign his name at the end of the work. This tends toward carefulness. It is a spur to the scholarship of some when they see what another pupil can do. The teacher should check such papers often enough to insure careful marking on the part of the pupils.

Sometimes have the sentences on the board and let each pupil underline his mistakes without any comment from the teacher. Then cover the sentences on the board and let pupils make corrections on their papers while the teacher assists those who need it most.

Written reviews and tests should, for the most part, receive the attention of the teacher. They may be corrected afterwards by the pupil. (B.M.W.)

Time Savers

The teacher of First-Year Latin must have a strong conviction that time is valuable and that every moment of a recitation must count to the utmost. This will determine many things. First, it will mean that the teacher will be very careful as to the purpose for which the time is used. Without question every minute must be spent for the benefit of the class; the class period is for the pupil, not for the teacher. Let nothing be done in the classroom which is not consistent with this ideal. If criticism must be made, let it be constructive. Select the group or individual needing it and give the criticism outside of class time. Even then more will be accomplished by helping them with their difficulties than by harsh criticism.

A realization of the value of time will determine to a large extent the nature of the outside work given to pupils. Evaluate everything before making the assignment. What at first seemed very commendable may, after close scrutiny, prove a waste of time. For instance, for a bright class to make scrapbooks by pasting pictures to illustrate Latin words may be a waste of time for that class. That class does not, after all, need such activity to interest its members or to learn the words. Let the slowest section make the scrapbooks. The books may not look quite so neat, or the pictures may not be so well selected, but they will have served a purpose. Every activity, whether it be for class period or for outside work, should be to the real advantage of the pupils. (E.R.M.)

The pupil assistant is a time saver both for the

class and for the teacher. Exercise care in the choice of pupil assistants, and under no consideration use the same one permanently. It is frequently an advantage to have more than one. They may take charge of drill groups with the result that many more pupils may recite at the same time. They may explain work to absentees and drill them. They may help in the marking of papers. But do not thus employ a child's time unfairly to the extent that he neglects other work.

Conference periods are in the end time savers for all concerned. If individuals who need help are assisted in conference periods, many interruptions of class time are avoided. When it is found that an individual pupil is requiring more explanation on a given point than the time of the class justifies, the conference period may save time for all and save the pupil for Latin.

Physical conditions, such as the adjusting of air, heat, shades, cleaning of boards, etc., should be cared for while classes are passing. One or two pupils from the class which is departing may be assigned to these tasks if pupils are chosen who have a short distance to go to the next recitation. The physical conditions have far more to do with the success of a class period than most teachers realize.

Have the work for the day on the board. If classes are reciting more than one subject in the room, place work for the last class around the board at the top, for next to the last a little below, and so have the work for the first class near the bottom. When finished, it is erased before the class leaves and sentences for the next class are ready.

Have the assignment on the board in the same

place every day, briefly stated so that it may be copied quickly before explanation. Mimeographed copies of assignments are better if possible.

Much time is lost in giving directions which are repeated daily. Divide board space; paste numbers cut from a calendar at the beginning of each space. Number pupils to correspond. Then at the signal, "Class at the board," every one knows where to go and how much space belongs to him. This is a help to the teacher in placing work on the board, making it possible to place in the space assigned to certain pupils the work those pupils need. If there are too many pupils for the board spaces, have group one and group two, and provide work for one while the other is at the board.

(B.M.W.)

Coin of Agrippina. Reverse showing a carpentum.

Chapter IX

METHODS OF INSTRUCTION AND MEANS OF VARYING THE RECITATION

No matter what general method is employed or how different or how "stimulating" the presentation may have seemed, there comes a time in the teaching of any subject when it seems to have reached a certain sameness, and the situation demands variation applied with all the genius the teacher can command to prevent a levelling in interest. Teachers themselves find at times that the critical study of their own practices and methods of teaching in comparison with the practices and methods employed by others enlivens their own interest and enables them to bring new ideas to the classroom. There are elements of likeness in these two factors in successful teaching which seem to suggest bringing the discussions on methods and means of varying the recitation together into one chapter.

Methods of Instruction

Some teachers of learning, experience, and skill find that one method presents the better way of teaching Latin, while other teachers of equal learning, experience, and skill are quite sure that another method brings a higher degree of success for them. It is a fact well known that distinctive methods of teaching Latin which have had notable success under one teacher have been most unsuccessful under another of very different personality. This difference in results is

doubtless partly true also because of a difference in training, experience, and general environment, sometimes because of a difference in the class of pupils in different schools.

The better known methods of teaching Latin are commonly designated as the Grammar Method, Translation Method, Grammar-Translation Method, Inductive Method, Direct Method, Oral Method, and Reading Method. The "Latin Word-Order Method" may properly be called a form of the Reading Method. In addition to these there are the Laboratory Method, the Dalton Plan, the Contract Method, the Project Method, and some others. Some of these latter are more often used for a short period of time (usually in conjunction with the Grammar-Translation Method) and are therefore on the borderline between methods and devices. They become distinctive methods only when used as the underlying principles of the year's teaching. The Laboratory Method and Contract Method in many respects resemble the Dalton Plan, but were in use among Latin teachers for some time before the Dalton Plan came into vogue. The Unit System and Group Plan are terms used to designate similar variations from the more common class unit.

The Contract Method has gained a great deal of attention in recent years especially for its advantages in solving the problem of varying ability. Inasmuch as the essential principle of this method is an outline of a specified amount of work to be done in a specified time for an "A" grade, with less work for a lower grade, many teachers have used the principle, in whole or in part, as a device with which to adapt their assignments to the differences in ability of the pupils.

Often this has been done without in any sense departing from the method of teaching which these teachers had formerly employed. Under this arrangement pupils with the longer assignments are sometimes asked to report on the extra topics before the whole class, and sometimes it is found desirable to discuss these topics while the other pupils are engaged at something else. In general the principles involved seem to have some advantages even when teachers do not care to go far into what may be called "the laboratory idea."

The Grammar Method, Translation Method, and Inductive Method, as such, have been largely superseded. The Inductive Method, however, is still rather generally used wherever Hebrew is taught. The theory of the so-called functional approach which is applied to some degree in most of the newer beginners' texts is fundamentally related to the Inductive Method. The application of this theory means that the use of a given principle of syntax or inflectional form will precede, or at least accompany, any formal teaching of it.

Under the Direct Method the oral use of Latin is the basis for acquiring a knowledge of the language. The approach is entirely through conversation, and the theory is to set up, as nearly as possible, the conditions under which the pupil would be studying the language if he were suddenly transported to ancient Rome. Where the principle is strictly applied, English is not used in the classroom, and the tendency is to make conversation in Latin the end to be attained, especially during the early stages of the study of the language.

The Oral Method is exemplified in Ohio by the

"Cleveland Plan." Although there are material differences, it may be said to be a modification of the Direct Method. The principles of the language and comprehension of the content of the Latin are taught by means of oral questions and answers in Latin. Conversation in Latin is not made an end in itself, and English is used whenever it seems especially desirable.

The Reading Method, perhaps is the newest theory of the teaching of Latin to be dignified by the term method, has as its fundamental principle that the first aim in the study of the language must be to learn to read the language in the original and comprehend its meaning as read. All other aims are subordinated to this one and, at least according to those who carry the method to its farthest extreme, are given no serious attention. Those who teach according to this plan begin with a passage of Latin so simple that its content may be grasped without any previous preparation. The vocabulary is learned in its context without any drill on vocabulary as such. With this vocabulary the teacher forms new sentences and the pupils do likewise. Questions and answers are in Latin or in English. There is no formal grammar or syntax, and constructions are taught for recognition only. Other advocates of the method, however, modify this with a limited amount of vocabulary drill, the use of paradigms for the purpose of summary, and some attention to grammar and syntax. They believe that the pupil must be conscious of the process by which the thought is expressed as compared to the lack of this consciousness, which is said to characterize the Direct Method—that he must be consciously

aware of various case uses, for example, until the development of ability makes the conscious process no longer necessary. When so stated, the Reading Method and the Latin Word-Order Method are essentially identical. The progressive development of power to read and understand Latin in the original is still the chief goal, but the existence of other values to be derived from the study of Latin is recognized.

The method most widely used by teachers of Latin in this country is the Grammar-Translation Method, with various adaptations. This has gained its prestige partly because it is so readily adaptable to teachers of different personality and varied experience, and partly because its flexibility permits the inclusion of whatever may seem good from other sources. This flexibility makes it difficult to give a description of the Grammar-Translation Method which will conform to the details of practice employed by all teachers of Latin. The fundamental principle on which the method rests is that a knowledge of forms, syntax, and translation is essential to accomplishing the aims of the study of Latin and that these should be taken in their relation to one another. Most teachers who follow the method at the present time use the functional approach to the study of forms and syntax, at least to a certain extent, and probably all believe that the Latin should be read in the original. Elements of the Oral Method are drawn upon, the Direct Method is used to some extent for teaching vocabulary and for varying the recitation, and the Group Plan, Contract Method, and Project Method become devices which the teacher may employ to any desired extent for any part of the

year's work. While many teachers have been highly successful with the other methods, few of them advocate their complete adoption by any except teachers who have some basis for feeling sure of succeeding with them. Most teachers will agree, also, that the Grammar-Translation Method leaves more freedom than the others for accomplishing the general aims of the study of Latin as set forth, for example, in Chapter II.

But successful results depend more upon the personality and powers of inspiration of the teacher, the "attitude" of the teacher toward the pupils, and the thoroughness and general effectiveness with which the Latin is taught than on the method used. The wise teacher studies all methods with an open mind, selects from each what seems good, and eventually works out a method and classroom procedure from his own experience. Consequently, there are now comparatively few rigid adherents to any one particular method.

Detailed information as to the nature of the different methods is not difficult to obtain. A brief bibliography will be found at the end of this chapter.

(V.D.H.)

Suggestions for Varying the Recitation

Carefully organized work in the essentials of the first-year course and careful avoidance of sameness in presentation and monotony in drill go hand in hand in producing successful results. To arouse and retain the interest of the pupil, to leave a clear understanding of the content of the lesson in hand, and to emphasize its important elements in such a way as to stir the

imagination and stimulate the memory of the pupils are constant problems of the classroom. The teacher who possesses a willingness to open his mind to the facts of childhood and to adapt methods to them is quick to seize upon whatever assists in achieving these purposes. Devices are but different means of varying the recitation, quickening interest, and placing the emphasis where it belongs, and one should not be unwilling to use even the contest or game if it leads to the desired end more quickly than any other way.

Several of the suggestions which have been given in the chapter on Classroom Procedure will be found helpful from this point of view. Some of the others which are listed here appear elsewhere in more detail as devices applicable to certain topics. The thoughtful teacher will naturally recognize other possibilities for varying the recitation in the suggestions and devices which have appeared throughout the volume. At the same time it may be emphasized that the teachers who furnished this list of suggestions did not assume that they would be used with the frequency which their close juxtaposition here might seem to suggest, or that they would necessarily all be used with any one class. Many of them are intended to be used only at opportune times as refreshing breaks without hampering the more important tasks of study and drill in the Latin itself. (V.D.H.)

The beginning of the recitation period is very important because at that time the interest of the class may be won or lost. Therefore, vary the opening min-

utes. Begin promptly that there may be no laggards to class. The following suggestions may be helpful:

1. Have on the board a quotation from a Latin author, in Latin or in English, or in both languages. Read it and tell a fact or two about the author.

2. Start a conversation in Latin on some current topic, but have it prepared so that there is value in it. Or have the pupils close their books and by questions and answers in simple Latin cover the constructions and vocabulary of the day.

3. Tell a story in Latin and ask for the story in English. Then ask for it in Latin. This gives a little translation by hearing, and perhaps a little oral composition.

4. Have some pupil read the Latin story of the previous lesson while the others try to follow with their books closed. (It is a good thing to choose privately the day before some one of the poorer or the more timid pupils and drill him until he reads well. Such a pupil is pleased to show the class that he can read, is encouraged by this practice, and is benefited by your personal interest.)

5. Sing a song in Latin. Have the words ready on the board. If desirable, let pupils copy for future use.

6. Have on the board a riddle, a charade, or a joke in Latin.

7. Explain some picture on the bulletin board.

8. Explain (or have a pupil prepared in advance to do it) one of the pictures in the text. They are included for use and afford opportunity for giving cultural background.

9. Tell the story of a statue or a picture which

decorates the halls of your school, or which you hope may some day be presented by a Latin class.

10. Have on the board a short story headed, "Ad Dēlectātiōnem Doctōrum Omnium." Use for sight work.

11. Occasionally have papers on desks ready for a one-question test. Collect these and correct them outside of class. This may be varied by having different questions on each slip, or for each row; then the answers can be read for the benefit of all.

12. Read an English poem containing a classical allusion. Let this be enjoyed, and let it be quiet evidence of the value of classical study.

13. Bring in a clipping from a newspaper or magazine in which there is a Latin phrase or allusion.

14. Correlate with other subjects by asking for the definition of some word which is a Latin derivative, a term of mathematics or science.

15. Present an incorrect English sentence and let the pupils correct the mistake through their knowledge of Latin words or syntax.

16. At the end of six weeks let the pupils list the things they know about the Latin language. They will be surprised at the length of this list.

17. Select quotations beginning with the letters of the name of your school. On Monday write the one beginning with the first letter, on Tuesday write under it the one beginning with the second letter, and so on. When about half through some pupil will see what you are doing and all will enjoy and probably will copy all these quotations.

18. Tell about ancient games of ball either before a football game or after a victory.

19. Have an occasional contest on some phase of the work, following suggestions which appear elsewhere in this volume.

20. Watch the "Hints for Teachers" in the *Classical Journal* for ideas which may be used.

The pupils will never forget the enjoyment of these opening minutes, and many of the facts presented will remain forever. (B.M.W.)

Greetings in Latin and a short conversation add zest to the class hour.

For an occasional diversion, let the class share your knowledge of objects which are to be seen around about them every day and which are based on ancient Roman customs. For instance, bring a handful of new dimes to pass around the class and explain the Roman fasces. The class will enjoy knowing that this bundle of rods was tied with a red strap and enclosed an axe with its head outside. Our dime means still more to the pupil when he knows that this bundle of rods and axe signified the king's absolute power over life and limb. The axe had to be removed inside Rome, and the rods had to be lowered in the presence of the popular assembly. The teacher will, of course, also explain the meaning of *ē plūribus ūnum* found on our United States coins.

Many of the pupils will doubtless have noticed the Mercury's *tālāria* in the advertisement of the Goodyear Rubber Company, the *petasus* in the Chrysler trademark, the names of the Diana cars, Venus pencils, etc. Such commercial terms have far more significance if the pupils know the mythological stories

and that business men in great numbers expect the general public to understand and appreciate them.

Roman mythology is most fascinating, and there should be at least one story each week. The reading material of the text, the season of the year, or some current event may suggest the myth. Illustrate this whenever possible.

Have some pupils secure letters from prominent citizens as to their opinion of the value of Latin as a study, and utilize these in class discussions.

Early in each year submit a questionnaire to your classes: Why did you choose Latin as a subject? What do you like about Latin? How long do you expect to study Latin? Are you planning to attend college? What is the most interesting part of the class work? What is the most difficult part of the work? How many minutes per day on the average do you study Latin? You will find that the minds of the pupils are stimulated by the very act of writing their opinions in an orderly fashion.

Attention is always given to the story of bookmaking, from the gathering of the papyrus through the whole process to the modern volume. Pupils are interested to learn that we use the Latin script and printed letter. Show them that ours differ but slightly from those in the ancient manuscripts.

Call attention to ancient borders, columns, designs in ceilings, and architectural features about the school building and also about the business places of the city.

Have an "ad day" when children bring in advertisements of things which bear Latin names, those manufactured in the city and those sold in the stores.

Pupils are eager to learn the meanings of familiar abbreviations of Latin words and phrases, such as N.B., *notā bene*; i.e., *id est*; etc., *et cētera*; e.g., *exemplī grātiā*; viz., *vidēlicet*; S.O.S., *sī opus sit.* (M.E.H.)

The Group Plan

As a means of varying the recitation for special types of work the teacher will find it a great advantage to have the class divided into groups composed of four or five pupils each, one of whom is appointed chairman. These small groups, working together, will cover as much drill as is possible in a large class and provide more opportunity for individual recitation. The plan is successful also for board work. Let each group take four sentences or as many as it has members, and give one question on syntax with each sentence. The whole group will study all the sentences as each pupil takes his turn in writing a sentence. The chairman maintains the discipline and questions for corrections. Four different sentences, emphasizing the same syntax, may be given to another group. A third may be assigned forms; a fourth, derivatives; a fifth, translation. Let all the members of the group be responsible for the correctness of the work. If the teacher has the assignments all ready, the work can be finished in five or seven minutes; then each group presents its work, which is practically correct, to the class. Groups may be assigned to chart phases of the work, or may be led to volunteer for it or for various types of supplementary work. Care should be taken that no group does the same kind of work too frequently. Cultivate a spirit of pride and pleasure in the success of the group. (B.M.W.)

A Valentine Day Recitation

It has become an established custom in some high schools for the pupils in the freshman classes to make what they call Latin valentines. During the week preceding Valentine Day the pupils in the different sections cover cardboard boxes with red paper and appropriate decorations. Each pupil then brings a valentine and slips it into the box which belongs to his section. On the valentine there is a verse or a sentence in Latin, while on the other side the English is given. This, however, must not be referred to except in cases of emergency.

On the fourteenth come the "Valentine Recitations." At the beginning of the class period each pupil draws a valentine from the proper box. Then, when his turn comes, he stands, shows his valentine, and reads the Latin, while the others try to see who can first give the correct translation. Much merriment results from the reading of the verses. The pupils find a live contact with Latin, and their Latin vocabulary is increased. Since many of the words that are wanted for the valentines are not found in the first-year text, the Latin dictionaries are very much in demand, and this also is valuable training. (H.McN.S.)

Latin Quotations and Mottoes

Quite early in the school year the pupils were asked to be on the look-out for any Latin inscriptions, mottoes, etc., that might come under their observation. Soon several had noticed the *Dēdicāta Iustitiae* on the Court House. In the film *Ben Hur* the S. P. Q. R. was observed. In another picture the myth of Theseus

and Ariadne was used as a prologue. As we were studying the myth at the time, much interest was manifested. During a meeting of the Knight Templars in the city the banner bearing the inscription, *In Hōc Signō Vincēs*, was much in evidence. Time was taken to explain the meaning and history of these mottoes or inscriptions whenever they were reported.

Pupils are interested in inscriptions on monuments, memorials, coins, and business letterheads. One lad brought a replica of an ancient coin which had been given to the guests at an open house of a local bank. Formerly this coin had meant little to him. These are but a few of the many instances in which pupils have shown interest in things Latin that can be found in their daily experience. Every city will furnish opportunities for such observations.

The work in Latin mottoes may be made very attractive. Each year some pupils have enjoyed collecting the mottoes of the various states and colleges. They arrange them in notebooks or on charts with large drawings of the seals. Time may be allowed for a brief explanation of the meaning after the motto has been placed on the board or chart. Each pupil should know the motto and seal of the United States, of his own state, and of some of the colleges of the state.

One group of pupils looked for advertisements and other pictures which were used for illustrating mottoes; e.g., the picture of a successful business man drinking postum illustrated with the motto, *Mēns sāna in corpore sānō*; the picture of a small child with his A-B-C blocks represented *Omne initium est difficile.* Both an ancient and a modern application of certain

mottoes can be made; e.g., *Palma nōn sine pulvere* can be illustrated by the Roman gladiator and the American football hero.

The memorizing of Latin mottoes has a very definite value. Sometimes the teacher should make a selection; at other times let the pupils make the choice. Although entirely optional, some pupils enjoy learning favorite passages from the Bible which are given them from the Vulgate. From the study of such bits of Latin as inscriptions, quotations, and mottoes, and the reading of fables or anecdotes, the pupils will gain some idea of what the Romans were like, how they talked, what they thought, and why they acted as they did. (M.L.P.)

Latin Puns and Riddles

Latin puns and riddles are of passing interest to many pupils. They may be used in connection with vocabulary, at Latin club meetings, or on any other occasion when a few moments may be spared for them. Place one or two on the bulletin board from time to time. Occasionally a class will enjoy them to the extent that they become interested in composing them. In this case care should be taken to accept only those to which the answer is an exact translation of the underlined word or words in order to prevent emphasizing a mispronunciation. The following have been compiled from copies of the *Classical Journal*:

What did the king command the gardener to buy?
Rēx.

Behind what was the boy standing in the snowball fight? *Post.*

What is safe to do to tin horns? *Tūtum.*
When the pupil has made no effort to study, what does he try to do in class? *Fēcit.*
What do boy scouts do when they take this road? *Haec.*
In what is there room for all? *Omnibus.*
What would you say if some one asked you to wash your face in snow? *Nix.*
What was the reply of the proud young lady when two admirers told her she looked particularly beautiful? *Duae.*
When your father saw the weeds in the garden, what did he ask you to do? *Vīdit.*
When your mother orders you to do something, do you always obey her? *Iubet.*
If *oppidum* is neither masculine nor feminine, what is it? *Neuter.*
What do you do for your friends when you invite them to go to a party with you? *Tēcum.*
How do men feel after a hard day's work? *Virī.*
What did I say to Louis when I did not wish to attend the game? *Noluī.* (No, Louie)
What did the girl sing when she was practicing her vocal lesson at home? *Domī.*
What is the time from dawn to evening? *Dē.*
What are the newsboys outside calling? *Extrā.*
If you are not permitted to talk, what can you do? *Sī.*

Riddles:

What holds the head up? *Nec.*
In what do airplanes fly? *Spēs.*
Why are lazy people like deponent verbs? They are never active.

How is the present tense of the third conjugation like a conceited person? *I* predominates, *you* (u) is there but comes last.

Charades:

Pulchrae. Have a tug of war. Let defeated side cry. Pull-cry.

Sinon and the wooden horse. One person has a sign on his back, another rides a broomstick.

(R.M.K.)

Parallels

The drawing of parallels between ancient and modern times impresses the pupils with the fact that the ancients were living flesh and blood. For many years the *Classical Journal* has made mention of parallels in the "Hints for Teachers." For example, this is of interest to the Boy Scouts.

"The Boy Scouts' law, 'Do a good turn to somebody every day,' recalls the famous remark of the emperor Titus, as related by Suetonius. One day at the dinner table he remembered that he had done no one a good turn that day (*quod nihil cuiquam tōtō diē praestitisset*) and said: *Amīcī, diem perdidī.*"

The suggestion was made by the American Automobile Association that an official zero milestone be erected in the heart of every city in the United States. This brings to mind that the excellent road system of the Romans made use of such milestones and that in the Forum at Rome was the *mīliārium aureum*, or golden milestone, erected by Augustus.

The patriotic organization for young men, called the American Sentinels, has a "yearly citizenship day celebration, at which every member reaching his ma-

jority in that year will be formally inducted into citizenship." This idea is Roman. The festival of the Liberalia on March 17 was the occasion for the enrollment of the Roman youth in the list of citizens and the time for change to the *toga virilis*.

Parallels similar to the three mentioned here add to the interest of a recitation when brought in at the proper place and are good material for the bulletin board.

(B.M.W.)

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Bronze coin, A.D. 68-9. Reverse showing Roma holding a Victory in right hand, aquila in left.

CHAPTER X

SUPPLEMENTARY WORK

Teachers of Latin are now largely agreed that the inclusion of a certain amount of English derivation, Roman life, and general cultural values in the regular classroom exercises not only does not result in serious loss in the study of the language itself, but furnishes an added stimulus of interest, inspiration, and broader understanding which is reflected in better results in pupils' efforts. It is generally agreed, also, that Latin clubs provide an opportunity to utilize social tendencies in rounding out the contributions of the Latin department to the educational-cultural attainments of the pupils, and some teachers even insure full attendance by holding their Latin club meetings at the time of the regular classroom exercise. On the other hand teachers rather generally condemn any very extended use of the classroom during the recitation period as a laboratory for the making of scrapbooks, the modeling of classical objects in soap, plasticine, or clay, and supplementary work of a similar nature. Many are disagreed as to the advantages of any general effort toward doing this as voluntary work outside of class hours. Such teachers rightly maintain that there is ample material of other kinds to furnish supplementary work for the superior pupils. But pupils are not all superior, and experienced teachers who have found work of this kind helpful will continue to support its claim.

It seems to one viewing the situation in a large number of high schools that many circumstances are involved. Certainly it must be kept in mind that the most important thing in the work of the Latin department is the study of the language. Yet there are pupils whose best approach to an appreciation of Latin and the values of the course in general lies in the making of posters, scrapbooks, and other things which involve the use of the hands and furnish concrete evidence of the relation of Latin to everyday life. It is true, too, that when a certain amount of such material can be well prepared without hampering the regular work of the course, it may appeal to the finer senses of superior pupils and have a savory effect upon the whole school.*

In some communities, especially those of more purely industrial population, teachers find themselves under the necessity of making a place for Latin by winning both pupils and parents to an appreciation of its practical values. The approach to this is inevitably through concrete evidence readily seen and easily understood. There are also communities in which Latin has gained an evil reputation through the lack of ability or inspiration on the part of some previous teacher. Under such circumstances teachers will draw upon every legitimate means to accomplish the end of bringing the educational-cultural values of Latin home to their constituencies.

It must be left, therefore, to each teacher in his own particular situation to use those forms of supple-

*There is evidence of teachers' care in this direction in the fact that many of our finest exhibits in the "Latin Laboratory" are not the work of a single year, but the accumulation of a more limited amount of attention to projects of this sort over a more extended period of time.

mentary work which will best accomplish the need. The suggestions offered here are not limited to any particular type. (V.D.H.)

Supplementary Assignments

The chief reasons for supplementary work are the varying ability and the varying interest of pupils. The daily work can be adapted to the class average and extra assignments or problems given for the superior pupil. The superior pupil needs the teacher's inspiration and suggestion in order to work to the full extent of his ability; and such pupils should have constant careful consideration as to the frequency and kind of supplementary work.

Better results are obtained when these assignments are intimately related to the work of the class. It is advisable sometimes to make such assignments privately, especially if the work is to be presented to the class; but it is right, also, to give the pupil of lesser ability something special to do over a vacation period so that he, too, can have a part in these special contributions to the work of the class.

Adopt some method of keeping a record of supplementary work. Each pupil may have a card on which to make the record, including date, kind of work, and time. When the work is accepted, the teacher may add his initials in approval. These cards should be kept in alphabetical order in a file in the classroom.

Superior pupils are glad to have problems given as extra assignments with the daily lesson, and often

these problems are helpful to pupils less capable. The following are suggestive:

1. Five or more derivatives from a chosen word in the vocabulary.

2. From the English lesson (or history, algebra, science, newspaper, magazine reading, or some chosen occupation) select five words derived from Latin.

3. Use in sentences the derivatives discussed in class today.

4. Explain the etymology of the words denominator, corroborate, collateral, aviation, eradicate (or any five words the pupils may be using in some other lesson).

5. Collect English nouns ending in **-or** (other suffixes may be used on other days) and number those you decide are from Latin words.

6. Form a group of Latin words related to *vincō* (or some other verb).

7. State person, number, tense, mood, voice, and meaning of the following verbs (verbs to be selected).

8. Explain what is meant by a "Herculean task," "the Midas touch," "a Pandora's box," "a Titanic effort," and "Janus-faced."

9. Tell the story back of the word "tantalize."

10. Explain the difference between audience and spectators; imminent and eminent; accept and except; emigrate and immigrate.

Keep before the pupils suggestions for readings*; books, chapters, poems, magazine articles, topics of interest to be studied in connection with certain lessons in the text. These "collateral readings" may serve

*See Chapter XIII, including bibliographies.

admirably as supplementary work for the superior pupil as well as aid in motivating the work of the class as a whole. (B.M.W.)

THE BULLETIN BOARD

Teachers of Latin naturally desire to keep alive the first interest that pupils have in a new subject and to develop it into an interest for the language itself. A bulletin board affords one of the means, and a very real one, of keeping alive this interest among the pupils in Latin, and of arousing among pupils not in the Latin department a feeling that Latin is not a dead language. It is also a means of emphasizing our debt to Greece and Rome.

It seems most advisable to have this bulletin board in a place accessible to all pupils rather than to those of the Latin department only. A bulletin board committee of five may be appointed for each week. If a definite subject is taken for the week, there will be more unity in the material presented. However, this is not always advisable as valuable material not on the particular subject may in that way fail to be used. The possibilities are numerous:

1. Latin motto or proverb (new each week) with English translation: as *Nil sine magnō vīta labōre dedit mortālibus* (Horace); "Life has given nothing to mortals without great labor." This may be illustrated by pictures, one of a race of Roman days, and one of a modern auto race or airplane flight. Use mottoes of the states, with a picture or scene from the state whose motto is used; also mottoes of colleges with pictures.

2. Parallelisms. Circus Maximus and modern stadium; Appian Way and newly paved road of the neighborhood. Contrasts. Chariot and auto; ancient and modern farming utensils.

3. Advertisements which employ Latin words or ideas.

4. Names of the girls in school which are derived from Latin, with their meanings, and likewise the names of boys.

5. Architectural features of school and city which show classical influence.

6. Pictures. Always have a picture or two. Use pictures of gods, cartoons, and pictures to illustrate mythology, with a few typed lines of explanation, or a modern poem containing references to the myth.

7. Occasional references to new archaeological discoveries, with pictures of work being excavated.

8. Letter from a prominent citizen as to the value of Latin.

9. Newspaper clippings containing ancient allusions. For instance, a picture of aviators called "modern Argonauts;" "Midas touch;" "Gordian knot;" "a sick Tantalus in an unattainable sea of cure."

10. Derivation studies. Names of flowers, trees, diseases, colors, etc.

11. In holiday seasons bring to the pupils the sayings and customs of the Romans on parallel occasions or the Latin way of expressing the appropriate sentiments. At Thanksgiving time expressions of thanks, at Christmas familiar hymns in Latin and a quotation of a passage from the Latin Bible, and church programs with Latin words underlined may be used.

12. It is always advisable to introduce an element

of humor. Pupils derive pleasure from guessing a pun or a riddle, and that pleasure is increased when the pun is brought to the attention of many.

13. Original work. We all know that boys and girls like to see their own work recognized and in a prominent place. The posting of an original dialogue or parody, or an excellent paper before the eyes of the student body is stimulating to the owner and to others to use their knowledge and powers and to see their work in a prominent place. (M.E.W.)

Location of the Bulletin Board. A serious problem confronted a class that wished to use a bulletin board. The recitation room was too small, and all available wall space was needed for blackboards. By a happy thought a solution was offered which met with the principal's approval. In the hall, outside the classroom door, a frame about three and a half by two feet was placed just above the wainscoting and was covered with burlap stretched tight. Every pupil passing north on the second floor was obliged to face this spot and turn west in front of it. Thus publicity was secured. Interested groups gathered there curious about the exhibits.

Committees of pupils assumed the task of providing fresh material. Posters, pictures, poems, cartoons, clippings succeeded each other in pleasing variety. At one time a contest between Trojans and Tyrians aroused enthusiasm. Dido's kindly words, *Trōs Tyriusque mihi nullō discrīmine agētur*, were posted as guarantee of impartiality in the judges, who pronounced their decision at the Latin Club party at the end of a chosen period.

Section of Latin Laboratory Exhibit, O. C. C., October, 1929

To insure thoughtful consideration of what was presented a report was requested at intervals in each class on the meaning or value of the successive exhibits. The plan proved effective, also, for awakening greater interest in Latin on the part of the school as a whole. (C.F.M.)

Project Work in Latin
Posters, Charts, and Scrapbooks

The following is an outline of project work used to stimulate interest in the Romans, their ways, customs, costumes, language, and our heritage from them. This work is discussed with the pupils the early part of the second semester so that they will have plenty of time to develop their ideas along with their other work outside of school. After this discussion no time is given to it during school hours. The work is then brought in during the last week of May and is used in the school exhibit the first week of June. Quite aside from the value of such projects to the pupils themselves is the fact that they are sufficiently definite and concrete to be appreciated by the general public.

This work is entirely voluntary except for the "A" pupils and for them it is one requirement for an "A" for the last month of school. We like to make it voluntary because much more interest is taken in voluntary work than in compulsory. The pupils take much pride in their work. A little extra credit is, of course, given to the pupils who bring in any project, and some bring in several.

The work may take the form of posters, charts,

or scrapbooks. No special assignments are made so the pupils are free to choose that which interests them most. It will be seen that the fifty suggested topics which follow look toward broader historical-cultural knowledge. They are grouped more or less according to subject matter as a matter of convenience.

1. Value of Latin; Practical uses of Latin; Latin found in English reading material; Latin abbreviations used in English; Advertisements based on Latin.

2. History of our alphabet; The story of our language; When no classical influence remains what is left to the following (Illustrate by copying with the Latin derivatives omitted or written in red ink.):

a. Preamble to the Constitution of the United States.
b. The Declaration of Independence.
c. Washington's Farewell Address.
d. The American's Creed.

3. A list of English words received from the Latin without change; Verb tree showing English derivatives; Derivative picture posters (as sea, ship, moving van, etc.); List of terms derived from Latin found in science, algebra, civics, the professions (law, medicine, ministry), music, radio, business.

4. Latin mottoes illustrated; Map of the United States with Latin motto and seal of each state; Map of Ohio showing cities, towns, counties, etc., which have Latin names; Roman influence on the United States.

5. Tum and Nunc—Contrasts and Parallelisms; Modern customs which remind one of the Romans.

6. The Muses; Divinities and other mythological characters; Mythological names applied to modern ob-

jects (as Hercules wrenches); Advertisements based on mythology; Classical influence on cartoons.

7. A Roman calendar; History of our calendar; History of the names of the months; Names of planets.

8. Education of a Roman child; Roman religion; How a Roman spent his day; Roman amusements; Roman costumes; Sources of income, or occupations.

9. Stories of Roman men that you admire; Stories of some well-known Roman women; The position of Roman women, customs, costumes.

10. The Roman Forum; Map showing extent of the Roman Empire; Diagrams showing phases of the Roman government.

11. Architectural plans of Roman buildings such as the house, theater, bath; Roman architecture (arches, dome, designs, and including sculpture); Orders of architecture as used by the Romans (Tuscan, Doric, Ionic, Corinthian); Comparison of modern and ancient architecture; Roman house furnishings, heating, lighting, art.

12. Romans as engineers; Diagram of a cross section of a Roman road; Methods and ways of travel and of carrying correspondence.

13. Miscellaneous topics, as Chart of the human body—names of bones and muscles derived from Latin; Animals, flowers, or stars with English and Latin names—myths concerning them; Original Latin: puns, yells, charades, jingles, poems, playlets, songs, stories; *Cavē canem* (picture); The Athenian oath.

(R.M.K.)

The following are offered as additional suggestions for posters and scrapbooks.

1. Songs in Latin, old Latin hymns; *Integer Vītae, America, Star-Spangled Banner*, etc.

2. Thanksgiving chart—Ceres and grains and vegetables with Latin names; Parts of the automobile with names based on the Latin; Names of boys derived from Latin; Names of girls derived from Latin.

3. Illustrate how Latin helps us to spell correctly; Passages from newspapers, magazines, etc., with words derived from Latin underscored; Roman pictures in English words; Books and poems in English with Latin titles; The Latin in Ivanhoe; Common Latin phrases in use today; State mottoes and flowers; College mottoes; Inscription from the grave of Longfellow.

4. References to mythology in English poetry; References to mythology in English prose.

5. Uses of classical designs in magazines; Public monuments and buildings of classical design; Our classical city,—names of business houses that are Latin, or have Latin mottoes, buildings that show classical influence, names of things sold.

6. Legends of early Rome; Roman Britain, showing names of towns derived from Latin.

7. Roman Warfare; *Castra Rōmāna*; A Roman galley; A Roman shield; Drawings of standards, helmets, etc.; Machines of war. (P.E.B.)

Water Color Posters Illustrating Latin Phrases and Mottoes

Water color poster work is one of the incentives by means of which Latin may be made a "living language." It aids in the memorizing of well-known

Latin phrases, trains the pupils to be more observant of Latin used in other studies and in various forms of literature, and makes the Latin classroom more attractive. It also provides an interesting way to announce Latin Club programs. This type of work is especially valuable in a school in an industrial community where there is need for concrete evidence of the value of Latin.

Early in the school year six or eight pupils with artistic talent should be asked to think about Latin phrases that could easily be illustrated. These phrases are to be found in nearly all the newer texts. After a few days let each pupil describe to the teacher the picture that he thinks appropriate to illustrate the phrase he has chosen. Now and then two pupils may choose the same phrase, and this is permissible if the ideas for illustration are different. Sometimes a pupil will have in mind a very appropriate picture, but one that is too difficult for his artistic ability. This would in time defeat the real motives of the poster work, and the teacher should carefully guard against it.

A time limit of from two to four weeks may be set for the completion of the work. At the end of the time the first posters should be displayed. For this purpose picture wire may be stretched around the room above the blackboard and the posters fastened to it with clips. After this all pupils who so desire may be permitted to do work of a similar nature. Usually they will make their posters at home, but some, for whom this is impossible, will prefer to bring materials to school and work at tables in the Latin room during periods when not in recitation. It may be well

to emphasize the fact that, in either case, this is "outside work" and no time need be taken from any recitation period for it.

The materials used are white or cream water color paper or cardboard cut to fourteen by eighteen inches in size, India ink, and water colors. At the top of the poster the Latin phrase should be given; the picture which illustrates the phrase comes below; and at the bottom there should be a good English translation of the Latin phrase. The pupil's initials or name may be written in very small letters in the lower right hand corner.

These posters have proved to be a very great stimulus to boys and girls alike. Results are seen in a general quickening of interest, in the memorizing of Latin phrases, and in correlation with other subjects which the pupils are studying. A number of pupils whose interest in the Latin was weakening took a new hold on the study when permitted to use their beginning Latin in this concrete way. They began to put more time on the daily lessons, and better recitations followed.

The various Latin phrases with their translations are displayed in an attractive way before the pupils from day to day, and the majority of them memorize twenty-five to thirty phrases. Throughout the year these pupils are gaining an interest in finding new Latin phrases in their English and history and an appreciation of the relation of Latin to other high school studies. (H.McN.S.)

The Making of Booklets and Notebooks

Closely connected with the posters is the making of small books. The covers may be made of water color paper with a filler of plain white and they may be tied with the school colors. One book may contain descriptions of Roman customs; another, important Roman buildings which are mentioned in the text; a third, favorite stories from Roman history or short biographies of famous Romans. Instead of choosing a subject of this kind some pupils may prefer to make a book of illustrated Latin phrases.

It is best to have the books illustrated with pictures. Some of the more talented pupils may make original pen and ink or water color illustrations for the cover and for some of the descriptions. Others will depend entirely on Perry pictures and other inexpensive prints,* or on appropriate pictures clipped from magazines, newspapers, and similar sources. The necessary reference work is first done in the high school library. At home in the evenings and on Saturdays the covers are made, and the written material and illustrations are neatly put together.

The making of booklets of this kind may be encouraged during the first year and the making of the more conventional notebooks reserved until later in the course. But some teachers may prefer to expand these into notebooks, especially in the second semester, in order that each one may represent more of the year's work. In that case all the pupils may be asked to work with the same outline, or they may be permitted to choose the topics in which they are most inter-

*See the Bibliography on page 131.

ested. Some topics may be required while others are optional. Such items as the following can be used to advantage: the declensions and conjugations, synopses, fifty Latin words and their derivatives, words of Latin derivation from other subjects, abbreviations, words adopted into English without change, phases of Roman life, Roman art, the city Rome, stories to illustrate Roman characteristics, commercial advertisements, the name and story of the month in which the pupil's birthday occurs.

The booklets or notebooks will contain information of interest to many and should be left on the reading table in the classroom. Later they may be used in the general display. (H.McN.S.)

Modeling in Clay, Plasticine, and Soap

Modeling in clay, plasticine, or soap increases interest in the study of Latin, gives the pupils a clearer idea of old Roman architecture, develops a greater appreciation of the work of the master builders of ancient Rome, and adds to the attractiveness of the classroom. While some teachers may reserve this form of activity for third- and fourth-year pupils, others may prefer to do some of it with beginners, especially the work with clay.

This work is carried on altogether at school, either during the teacher's vacant periods or immediately following the afternoon session. Once in a great while Latin pupils from out of town, who remain in the building during the noon hour, may be permitted to do work of this kind at that time. Tables about the size of an ordinary kitchen table prove very convenient.

Two to four pupils can work together at one of these. Each one should have a thin strong board upon which to construct his model in clay or plasticine. He can thus turn it around and work easily on all sides of it. Sometimes one very talented pupil may do the entire work on one model. But as a rule the work of several is needed, each one deciding for himself the part that he is best qualified to make.

Clay in various shades and colors can be bought in pound boxes from such firms as the Beckley-Cardy Company, Chicago, and the Milton Bradley Company, Philadelphia. The price is about thirty cents a pound plus postage. For the white pieces use Harbutt's Plasticine from the J. L. Hammet Company, Kendall Square, Cambridge, Massachusetts. It also comes in pound boxes, but is more expensive than the colors.

Ivory soap may be purchased in any desired size from the Proctor and Gamble Company, Cincinnati. This company offers for ten cents a collection of suggestive material entitled *Carving in Ivory Soap*; but their most helpful pamphlet is entitled *About Soap Sculpture* and may be obtained without cost. These pamphlets include simple directions and suggestions as to tools which may be used. The soap is best used when it is ten days or two weeks old, as it warps if used when too soft and fresh and tends to chip and break if too old. Models in soap can be colored with water color paints, or can be colored and made permanent with Dennison wax. But soap is not recommended for the making of large models; use it for the smaller pieces or reduce the size of the models.

Among the subjects suitable for modeling in clay are ruins of the Colosseum, the famous Arch of Con-

stantine, the tomb of Cecilia Metella, and the peristyle of a Roman house (with ivory soap furniture). A Roman aqueduct may be modeled also, or the Pantheon, but the more difficult subjects would be better suited to advanced pupils. Besides these larger models numerous smaller pieces may be made, such as Roman lamps, the wooden horse of Trojan fame, Roman combs and coins, the head of Caesar, a Roman chariot.

As a preparatory move toward the making of models, the pupils with artistic talent are required to read descriptions of ancient Roman buildings, home furnishings, etc. They also study pictures of these same objects before selecting the particular work which is to be reproduced. When the selection has been made, a certain scale of measurements must be decided upon in order that the model may have the proper proportions. If the object is to be modeled in clay, the colors must also be carefully selected. If one is inexperienced, it is better to start with some of the simpler subjects, but a very little practice will solve many questions of detail.

When the water color posters and the books and models are completed and on display, the Latin rooms take on a very attractive appearance. Around the wall are hung the posters, and the books and models are arranged on tables. But in addition to the artistic touch that this "laboratory" work gives to the study of Latin, it has other uses. When all is in order, a day or perhaps a longer time is devoted to the study of ancient Rome. The boys and girls who have carefully studied Roman life and architecture give little talks in the different classes and describe in detail the models that have been made. In this way the pupils of the

Latin department obtain general information about the buildings and the customs of the ancient Romans that otherwise they might never acquire. They may also be referred to many times in the regular class work, and they have a very practical value as an aid to pupils in arranging interesting Latin club programs.

A general exhibit of this work has served to arouse a community interest in Latin and to create a lasting bond of sympathy between the Latin department and the parents to whom the study of Latin itself was of no interest. For them to see the work in which their children have had a part has made them feel that Latin must be a good thing and that only high grades should be brought home on the monthly report in Latin. All of these things are factors, especially in an industrial center, in increasing the number of pupils studying the language and in extending the influence of the department as an educational force in the community.

Boys and girls, and especially boys, when permitted to do work of this kind, always show a steady improvement in Latin recitations. The longer they are allowed to work on the models, the more interested they are in Latin in general and the better they prepare the regular assignments in the Latin text. These posters and models of things Roman seem to create a Latin atmosphere which is felt as soon as the pupil enters the classroom. (H.McN.S.)

Chapter XI

THE USE OF ILLUSTRATIVE MATERIAL

The intelligent use of illustrative material has been a matter of constant growth, especially during the last two or three decades. During this time there has developed a keener interest in archaeological remains, a chief source of information concerning the history, life, religion, and mythology which are now an inextricable part of the Latin course. Paintings of classical subjects also have renewed interest. To these have been added drawings, good and bad, and the beginner's text of today is most generously illustrated. Most recently of all, textbook makers have begun to act upon the theory that these illustrations could be given more teaching value as well as fulfill the purposes of ornamentation, and many illustrations are now to be considered as an integral part of the lessons in which they appear.

Teachers of Latin have become fully conscious of the fact that there is no dearth in our resources of material for illustrative purposes. The interest in the possibilities of using this material effectively in the teaching of First-Year Latin is clearly indicated by the large number of allusions to it throughout the pages of this book. And it is apparent that there are many who believe we still have far to go in developing well-organized ways and methods for making these resources function with the greatest results in the classroom. One of the handicaps has been the lack of ade-

quate equipment, but in many school systems it has become easier to secure this in at least a limited amount under the present assurance of greater usage.

The continued effectiveness of illustrative material of any sort depends upon the care with which it is associated with the work which is being done. The illustrations in the text, for example, can be made to serve their purpose better through various angles of approach. If they are associated with the vocabulary of the lesson in which they appear that becomes the most natural approach, although the particular illustration may be used for much else. If the association is with reading content the approach is again provided. It frequently happens that the angle of approach may be Roman history, or Roman life, or Roman religion; often the illustration may be adapted to the content of some future vocabulary or reading lesson. An illustration may lend itself to use at one time for one of these purposes and at another time for another and so be brought to the attention of the pupils again and again. A representation of an important historical character may be used to illustrate Roman hair dress, or Roman shoes, or the Roman toga. Most pictures deserve more than merely to be called to attention, although occasionally that is the most desirable thing to do.

Often it requires only one or two or a very few pictures to illustrate the point at hand, and the time to do this most effectively is when the matter is under discussion, not later. Prints, photographs, charts, and wall pictures are all important for supplementing the text in this respect, but nothing has been found quite so universally satisfactory as the lantern slide. Once

a suitable lantern is secured slides can be added at comparatively small cost per slide; when not in use they occupy little space; they are adapted to a variety of uses; and too much cannot be said for the advantage of having before the pupils illustrations of ample size which hold the attention of all the pupils fixed in one direction. Even the subjects illustrated in the text may be shown to distinct advantage occasionally through a lantern slide which will focus the attention to the picture and the discussion at the same time. Sets of lantern slides have served a useful purpose as a means of entertainment of a definite educational nature in connection with Latin club programs. They have been used with good results also in the classroom for a class-hour lecture covering some subject which has been more or less before the class for an extended period of time. But teachers in many fields are coming to recognize the fact that their greater value lies in this use of a few slides to illustrate the point immediately at hand. This does not hinder their use in a general lecture when desired, and a "set" of the slides which have been used in smaller numbers from time to time may be very effective as one means of review.

In whatever associations an illustration may be used the teacher will remember that the ideals of classical culture are best served by developing, along with other values, an appreciation of good works of art and sculpture for their own sake. Archaeological material of almost every sort,* ancient and modern works of

* Roman coins and medals deserve more attention than they receive from teachers of Latin in America. They provide illustrations of many subjects connected with Roman life and history, and are a constant source of information on many points. A few originals are of course desirable. But if originals or electrotypes are not easily available, photographic reproductions are usually better for illustrative purposes, and that is, after all, the form in which we have most of our illustrative material.

sculpture, bas-reliefs, paintings, and drawings all play a useful part in our wealth of illustrative material; but the pupils should come to know them from one another and to appreciate some of the qualities which distinguish them. Much can be done to this end while an illustration is being used for another purpose. But the teacher who also at opportune times includes a photograph of some work of merit (for example, the sculptured "Girl with a Dove," Capitoline Museum, Rome) with a brief discussion designed primarily to stimulate appreciation on the part of the pupils will find that much is gained in their attitude toward illustrative material as a whole. (V.D.H.)

Uses of the Stereopticon, Lantern Slides, and Home-Made Lantern Slides

No progressive teacher of First-Year Latin can afford to overlook the value of the various types of illustrative material now available. Most educational journals of the day are filled with discussions and advertisements relative to the furthering of visual education. Long before the term visual education came into being teachers used, and have continued to use, a great deal of illustrative material such as pictures, maps, drawings, and sketches, either on the blackboard, in notebooks prepared by the pupils, or on charts presented to the class.

The newer term, visual education, seems to imply special equipment for the use of illustrative material systematically and regularly. The beginning Latin

classes of Roosevelt High School, Dayton, during the past year and a half have made frequent use of a small portable projection lantern which is equipped with powerful lenses in order to produce satisfactory pictures without darkening the room. This makes it possible to carry on regular classroom activities while the lantern is in operation. The pictures are projected directly onto the blackboard where Latin vocabulary* or short sentences are written by the pupils in close connection with the illustrations. Another method is to choose a picture related to the lesson in the text and to follow it with reading and completion exercises, or special drills in grammar.

Home-made lantern slides furnish an important addition to the teacher's equipment for these purposes. The reading exercises, completion exercises, and sometimes material for vocabulary drill are projected onto the blackboard from slides prepared in advance by the teacher or by a pupil accustomed to the use of the typewriter. The material used for this is called cellophane and is a comparatively recent addition to the supplies for school purposes. It comes in the proper size for lantern slides with carbon paper specially adapted to this use. The subject matter can be added with a typewriter; then it is placed between cover glass and takes the form of an ordinary lantern slide. In this way slides with additional reading material are easily prepared, and those containing material valuable for future use may be bound and kept in more or less permanent form. The opportunities for repeated use also offer a substantial saving in the time required for writing material on the board.

*Cf. page 39.

More recently, new material, offered by the same company,* makes it possible to vary these home-made slides in ways that add greatly to their interest. An attractive colored slide can be made on ground glass with special colored lead pencils, or on plain glass with specially prepared colored chemical inks. The more careful pupils can be trusted to prepare these slides, and their work fits nicely into a plan to encourage extra work by giving a small amount of additional credit at the end of the semester. This decision to give credit for extra work will gradually produce a collection of valuable illustrative material of various kinds which can be used from year to year.

The possession of such illustrative material is an important asset to the teacher's equipment in that it provides almost unlimited possibilities for varying the instruction. (L.M.R.)

Lantern Slides in the Classroom

Every teacher of Beginning Latin occasionally feels the need of some device with which to enliven the regular routine of classroom work. A daylight lantern and a few slides happily meet this need. For by the use of slides not only information about Roman life may be given and a Roman background created, but also the vocabulary and syntax of the Latin language may be practiced. To make this statement concrete let us say that a class is studying nouns of the second declension neuter. The word *templum* is fre-

*The Keystone View Company, Meadville, Pa., is at present the only concern which supplies this material. They also supply the material for cellophane slides. The cost per slide for the various kinds of home-made slides is comparatively little, from five to fifteen cents each. For details write the company.

quently used. Two slides of an ancient Roman temple are selected. One represents the outside of the temple with people and perhaps statues and other objects of interest. The second slide is an inside view of the temple (restored), showing altars, worshippers, columns, statues, etc. After one of the slides has been studied briefly by the pupils and discussed by the teacher, a review of vocabulary and points of syntax may be conducted according to the following general plan.

The teacher asks, *Quid vidēs in pictūrā*? A pupil replies, *Ego videō*— and then gives in Latin the names of as many objects and persons as he can. (Some teachers will prefer questions in English, having only names of the objects given in Latin.) Similarly other pupils add to the list of nouns and thus a vocabulary review takes place in which a functional use of words is maintained. Questions may also be asked by the teacher in such a way as to lead the class to practice desired points of syntax. For example, the teacher may ask questions such as *Cui sunt virī proximī*? The Latin sentences made in reply will contain illustrations of the use of the dative with certain adjectives. When the teacher asks questions like *Ā quō templum vidētur*? the pupils will reply with sentences that contain many illustrations of the ablative of agent. Also, questions similar to *Quibus columnae templī ōrnantur*? bring out sentences that contain illustrations of the ablative of means. *Ubi est vir*? *Quō vir properat*? *Unde vir ambulat*? and similar questions lead to a review of place relations.

Such use of a lantern with a few slides for part of the class period enriches the pupils' background of

TEMPLE OF MINERVA FORUM OF NERVA (RESTORED)

JUPITER OLYMPUS (RESTORED)

things Roman without lessening the amount of time spent on the language itself.

There are occasions, however, when the entire class period can be used profitably for the discussion of slides upon Roman life. The day before Thanksgiving recess or the Christmas vacation, or the last day of the semester are favorable times in some schools. Topics such as Roman theaters, circuses, public games may be announced and books of reference listed several days before. The slides upon these subjects can then be explained and discussed by the members of the class with very little guidance from the teacher. (M.W.O.)

The Use of Photographs, Prints, and Postcards

Photographs and wall pictures or charts, or even the smaller prints, may be made to serve their purpose better with the aid of a light wire stretched across the front of the room at the top of the blackboard. Pictures relating to the content of the daily work may be fastened to this with Dennison's card holders and changed as the content of the course is changed. If some care is taken to make the comments concerning these pictures pointed and stimulating rather than commonplace their use may be made very effective. It is important, however, in such a plan not to leave the pictures hanging after they have served their purpose, and in any case not to leave them too long. The wall pictures which are a regular part of the decorations of the room are the only ones which should hang in the room indefinitely.

While the smaller prints may be used in this way or on the bulletin board, they seem best adapted to individual use. If pupils are making a collection of pictures illustrative of the stories or topics assigned during the first year, the small prints are invaluable. They may well be arranged in the form of an illustrative album as a substitute for the more conventional notebook. Since the prints are inexpensive, pupils can afford to begin a collection to which they may add as their interest grows. In this way they are brought into closer contact with Roman life and gain a lasting impression of the scenes about which they have been reading in their daily assignments.

Still another means of using prints, postcards, and even the illustrations in textbooks is that provided by the reflectoscope. In this case the pictures will be used for lecture purposes very much as lantern slides are used. But the reflectoscope can be used only in a room which can be specially darkened, and for this reason is not practical for the frequent use of illustrative material. Moreover the teacher who has been in the habit of demanding quality in lantern slides will feel that pictures shown through a reflectoscope are hardly up to standard. Yet there are occasions when the teacher will find this means of utilizing illustrative material advantageous. If the reflectoscope is the only means at hand it should, of course, be used, but the day has come when a good lantern is a necessity, not a luxury, and should be available to every teacher of Latin. (D.M.S.)

The Use of Pictures

At the close of the sixth or eighth week of beginning Latin pupils have usually mastered the cases of the first declension. The pupils know the nominative (subject and predicate), the genitive of possession, the dative of indirect object and the dative with adjectives of feeling, the accusative (object of verbs and with prepositions), and the ablative of place. At this point I assign the writing of a paragraph in Latin. The directions are as follows: "Select a picture from a magazine, a newspaper, or an old textbook, and write a Latin paragraph on the subject which the picture suggests. Avoid pictures of modern trend such as aeroplanes, tractors, steamboats; choose those pertaining to a statue, a rose, the moon and the stars, the ruins of a city or a temple, a map of Italy, an island, water, a villa, a farmer, or a sailor. Choose the title according to the picture. Do not use complex sentences, but simple or compound; outline your paragraph in English, but write the sentences directly in Latin. Check cases in sentences according to rules; each case must be exemplified somewhere in the paragraph." Next I read a few paragraphs written by pupils of a previous class, show the necessity of a good opening sentence, the development of the central idea of the paragraph, and the effect of a pleasing sentence at the end. A week's time is allowed for the completion of this assignment. I generally give the assignment on Friday and specify that I shall collect the first draft of the stories with the pictures on Monday. On Monday a new lesson is assigned for Tuesday as the writing of the Latin paragraph closes the work on

the first declension and is done as extra work. The papers are carefully corrected and returned on Tuesday, and the pupils have the remainder of the week for completing them. As I find that this work requires too much class time if attempted as regular class work, I state the hours that I shall be free for conference and give extra help in that time.

The purpose of this assignment is to show the pupils, as well as the teacher, their actual power in using the Latin language after six weeks' study. The value lies in the facts that each case is more deeply impressed, for many pupils rewrite their stories three or four times in order to get a perfect piece of grammatical work; that the relation of words to one another becomes very vital; that the Roman language is then not a series of cases but an intelligent, connected, thought-provoking language, especially pleasing to the ear; that each pupil has created something. These stories are exhibited at "Open House Night," and the pupils bring their parents, who cannot read the Latin paragraph, just to see the picture and the product of their six weeks' study.

This work is continued throughout the three semesters of beginning Latin. At the close of the study of the second declension and of the first two tenses of the verbs of all conjugations a similar assignment is made. To increase accuracy, speed, and ease in using verb endings, I suggest that each pupil assume the role of a character in the Trojan War at the time of the Wooden Horse and write a paragraph with himself as the leading figure. Characters are suggested such as the builder of the horse, the man inside the horse, the commander, a Trojan boy, an old man, a Trojan woman,

a school boy reading about the story, a messenger. This type of story necessitates the use of various persons of the verbs and cases of the second declension. The same amount of time is allowed as in the preceding exercise.

At the close of the study of the third declension the following assignment is given: "Select a picture which describes a third declension noun and write a verse or a good descriptive paragraph about it." It has never seemed best to trouble pupils at this stage in their Latin with rules for elision. This assignment is generally made at the end of four weeks in the second semester of Latin.

When the pupils have mastered the six tenses of all conjugations, I assign the writing of a scene. It may be in the form of a monologue or a dialogue. I suggest the scene between Tarpeia and the leader of the Sabines, the scene between Icarus and Daedalus while Daedalus is making the wings, and the scene while they are flying. This type of exercise requires many verbs.

The climax of the written assignments is the writing of a letter in Latin. The letter in our textbook written by Cornelia to her mother furnishes a good example. The pupils are allowed great freedom in this assignment. No definite topic is suggested. We use the old Latin greeting and write the letters on scrolls.

(N.P.R.)

The Use of Maps

To the majority of teachers and pupils maps tend to be dry and dull. Yet the content of most first-year texts in use today lends itself to the presentation of a

certain amount of information on classical geography which would make the Latin accounts themselves more real and provide the pupils with information of a kind in which they are sadly lacking. If geographical information is to be effective, it should not come as an after-thought, but should be carefully prepared with a view to making it an actual, vital part of the lesson as a whole. A place may be related to a mythological story, may have been the home of a prominent Roman, or may be related to some important event or journey. In either case let the story and the map be taken together and add an anecdote or a picture or both to make the associations still more definite. Then let the pupil locate the place on his outline map and add a notation which will recall the associations when he turns to that map again. If a wall outline map is kept in the classroom the notations may be made there. Lantern slides offer an advantage in this respect, for when the place has been located on the regular map slide, the outline map slide can be projected on the blackboard while some pupil marks the location and perhaps traces enough of the map to keep the outline on the board for the day. The classical geography covered during a semester or during the whole course may be reviewed at the board in the same way. (V.D.H.)

Motion Pictures as Illustrative Material

There can be no doubt that motion pictures serve a useful purpose as illustrative material. While in the opinion of the present writer such films as are now available fall far short of "still" pictures in teaching

value, they provide an opportunity for fixing a general impression of Roman dress, the Roman home, and Roman life as a whole, which goes far toward commending their use. They offer also a very different appeal to popular interest, not entirely displaced by "talking" pictures, and their occasional use may be advantageous for this reason. Before the pupils are to see a motion picture of classical interest, let them know that they are expected to observe in particular certain points. Then reserve a few moments for discussion each day thereafter until these points have been covered. Sometimes even the slowest pupils in the class will find a new incentive in the information gained in this way.

Not many motion picture films have been made with subject matter particularly adapted to the content of the first-year course, but pictures on any classical subject of a general nature are suitable, and those specifically related to the subject matter of succeeding courses, as *Julius Caesar* and *The Fall of Troy*, may serve as a connection with the work which is to follow. Many teachers have found it feasible to charge a small admission sufficient to cover the expenses involved, or even to use the pictures as a means of raising funds for the department or for the Latin club.

Motion picture cameras such as are now in general use make it quite possible for any school to preserve its better plays and pageants in film form. Perhaps these will never equal the plays of more skilled actors, but they offer some compensation in local interest and in their stimulus to accuracy and quality of production. Usually, of course, pupils from the upper grades would figure largely in such a plan, but

several of the plays especially adapted to first-year pupils would be desirable as films. A motion picture showing the draping of a Roman toga, or a "style show," would be of value. And any such pictures could be utilized also in the Latin club programs.

(V.D.H.)

Bibliography

The bibliography added here is limited to those things which are specifically illustrative in nature. For atlases and for books relating to illustrative material see the general bibliography, Chapter XV.

PHOTOGRAPHS, PRINTS, AND POSTCARDS

Photographic reproductions of classical subjects may be secured in various sizes and prices. The best known European dealers are Alinari, Corso Umberto 137 A, Rome; Anderson, Via Salaria 7, Rome; and Brogi, Via Tornabuoni 1, Florence. Their photographs are excellent and inexpensive, about twelve cents for size 7½ by 10. One may make up a list and order direct. Or they may be secured for thirty cents each from A. G. Seiler, 1224 Amsterdam Avenue, New York City, who keeps some in stock and will order others.

American firms through which classical photographs may be secured include: A. Bruderhausen, 47 West 47th Street, New York City: Especially a portfolio of twenty reproductions of photographs, size 8 x 10½ inches, entitled *Rōma: Ruīnae*, Arthur S. Cooley, Bethlehem, Pennsylvania: Sizes 3½ by 3½ to 8 by 10 inches, prices 12 to 80 cents. Gramstorff Brothers, Malden, Massachusetts: Sizes 8 by 10 inches and larger, prices $1.00 and up. J. H. Lyday Photogravure Company, 2539 Woodward Avenue, Detroit; Reproductions in color, various sizes, $0.50 to $8.00. George R. Swain, Ann Arbor, Michigan: Prices 5 cents and up according to size. Thompson Publishing Company, Syracuse, New York: Sizes 4 by 5 and 8 by 10 inches, prices 15 and 45 cents. A limited number of classical photographs may also be secured from the Elson Art Publication Company, Belmont, Massachusetts. These include large sizes.

There are also the Black History Pictures, a set of 102 pictures entitled *Ancient World Empires*. About half are Roman, the majority of the others Greek. Size 11 by 9 inches;

in detachable portfolio. The set, $1.60. Chicago (3333 Elston Avenue): A. J. Nystrom & Company.

Photographic reproductions suitable for hanging in the classroom may be obtained from some of these companies; especially Gramstorff Brothers, J. H. Lyday, and Elson Art Publication Company. See also under Wall Pictures and Charts.

Postcards and inexpensive prints suitable for notebooks and similar purposes:

Brown Pictures. 3 by 3¼ inches and larger. Prices 1, 2, and 4 cents. Catalog. Beverly, Massachusetts: George P. Brown & Company.

Elson Prints. 3½ by 4 inches. Price 5 cents. Catalog. Belmont, Massachusetts: Elson Art Publishing Company.

McKinleys Illustrated Topics for Ancient History. Includes thirteen topics of interest to the teacher of First-Year Latin. Price 3 cents. Catalog. Philadelphia (1021 Filbert Street): McKinley Publishing Company.

Metropolitan Museum of Art, New York City. Postcards and pictures 5 cents and up. Catalog. There is a list in item No. 174 of the Service Bureau for Classical Teachers.

Perry Pictures. Sizes 3 by 3½ and larger. Prices one cent and up. Catalog. Malden, Mass.: The Perry Picture Company.

Roman Life Postcards from the British Museum. Price per set 80 cents. New York City (114 Fifth Ave.): Oxford University Press.

Speculum Imperī Rōmānī. Bell's Postcards of Roman Life. Set of 16 cards, 75 cents. New York City (1224 Amsterdam Ave.): A. G. Seiler.

Thompson Prints. Blue prints 4 by 5 inches. Price 2 cents. Also larger prints. Catalog. Syracuse, New York: Thompson Publishing Company.

University Prints. Size 5½ by 8 inches and some in smaller size. Prices one cent and up. Newton, Mass.: The University Prints Company.

SLIDES

Every Latin department needs a collection of lantern slides. Unfortunately it is not always easy to make wise selections. In many instances there are various representations of a particular subject, as in sculpture for example, and the majority of lists do not provide helpful annotations. There is also a great

difference in the quality of slides prepared by different publishers. The purchase of slides should be encouraged, but catalog offerings should be studied very carefully before an order is placed. The prices listed here are for single slides in black and white. There are frequently reduced prices for larger lots. Colored slides, of course, are more expensive.

At present a limited number of sets of lantern slides are available to teachers in the state from Ohio University and Ohio State University at the cost of transportation and breakage. Write the Department of Classical Languages at these places.

George W. Bond Slide Company, 549 West Randolph Street, Chicago. Catalog list. Plain slides, each $0.45.

A. Bruderhausen, 47 West 47th Street, New York City. Two hundred and fifty lantern slides from selections made by Helen H. Tanzer, of Hunter College, New York City. Slides sold singly or in sets. Plain slides, each $0.50.

Arthur S. Cooley, 387 Central Street, Bethlehem, Pennsylvania. Catalog. Plain slides, each $0.60. Rents slides at 8 cents each plus transportation.

Eastman Educational Slide Company, Iowa City, Iowa. Ten sets of slides. Catalog. Plain slides, each $0.60.

Gramstorff Brothers, Malden, Massachusetts. Collection includes all of the Soule Art Company and the Turner Company. Catalog. Plain slides, each $0.50.

Keystone View Company, Meadville, Pennsylvania. A "Library of Roman Slides" in preparation, edited by Victor D. Hill. Descriptive information to accompany each slide. Also slides listed in their "Social Science Catalog." (For equipment for home-made slides see footnote, p). Plain slides, each $0.45.

Lantern Slide Department, Library of the Art Institute, Chicago. Will rent slides, 5 cents each for four days.

Metropolitan Museum of Art, New York City. Plain slides, each $0.50. Also rents certain sets for $1.00 each plus cost of transportation.

George R. Swain, 713 East University Avenue, Ann Arbor, Michigan. A very large collection. Catalog lists. Plain slides, each $0.40.

Thompson Publishing Company, Syracuse, New York. A selected list of slides. Catalog. Plain slides, each $0.50.

J. P. Troy, Ithaca, New York. A large collection of slides well selected. Catalog. Plain slides, each $0.45.

University Prints Company, Newton, Massachusetts. Extensive list, mostly sculpture. Plain slides, each $0.50.

Williams, Brown and Earle, 918 Chestnut Street, Philadelphia, Pennsylvania. Plain slides, each $0.40.

Every Latin department should have a good lantern to facilitate the frequent use of illustrative material. These companies sell them at prices ranging from $60.00 to $70.00. Lanterns can sometimes be secured second-hand at reduced prices. While these are often satisfactory, there have been recent improvements which make the new lantern much more desirable.

Bausch & Lomb Optical Company, Rochester, New York.

Keystone View Company, Meadville, Pennsylvania.

Spencer Lens Company, Buffalo, New York. This company also publishes "still films" of classical subjects, edited by Helen H. Tanzer, of Hunter College, New York City.

WALL PICTURES AND CHARTS

A list of photographic reproductions and colored charts suitable for hanging in the classroom is given in *Latin News and Notes Supplement X*, revised and enlarged. The specific recommendations given here include some thought to be especially desirable in connection with First-Year Latin. No attempt is made to give consideration to those particularly adapted to other years, although many of them could be used to advantage during the first-year course. In some instances, too, selection has been made for practical value rather than for high artistic merit. Many of the pictures in this list can be purchased without mountings if desired for framing. For other pictures suitable for framing see Photographs, Prints, and Postcards.

Charts may often be secured on spring rollers with dust-proof covers, but this is not so necessary for charts as for maps. The prices quoted here are for mountings with eyelets unless otherwise specified; but

it is difficult to compare prices without checking in detail on the quality of the mountings. The list consists chiefly of German importations, and they may be purchased from the companies named at the prices listed (subject to change) or may be imported through G. E. Stechert & Company, 31 East 10th Street, New York City. It frequently happens that they may be imported at a very considerable saving, making it possible to own the whole set instead of a few pictures. The names of the American firms which carry these pictures or charts will be indicated in shortened form after each series. Their full names and addresses are:

A. Bruderhausen, 47 West 47th Street, New York City.

Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago.

A. J. Nystrom & Company, 3333 Elston Avenue, Chicago.

The last named company has various other imported wall pictures, charts, and maps. A "digest" of the Nystrom pictures has been made recently by a teacher of Latin in the Chicago schools, and a copy may be secured from them on request.

Cybulski Charts. Colored charts illustrating matters connected with Roman life and history. Especially good are Roman Costumes (two charts), Roman Home, and Maps of Early and Imperial Rome (two charts). Bruderhausen: On heavy paper with linen edges and metal eyelets, each $2.25. Nystrom: On cloth with metal eyelets, each $3.25.

Gall—Rebhann Charts. Colored charts illustrating Roman life. Roman Costumes, Roman Household Implements, Roman Houses (two charts), and Roman Villa are among the best. Bruderhausen: The group of eight Roman charts unmounted, $6.00. Nystrom: On cloth with eyelets, each $1.70.

Hoffmann—Schmidt Pictures. Illustrating Roman history and legend. In color. Among the best are A Roman Market-Scene in an Ancient City; Cincinnatus at the Plow; and The

Gauls in Rome—Brennus throwing his sword into the scale. Bruderhausen: On heavy paper with linen edges and metal eyelets, each $1.50. Denoyer-Geppert: On cloth with metal eyelets, each $2.85. Nystrom: On Cloth with metal eyelets, each $2.90.

Langl—Roman Monuments. Finished in a combination of sepia and natural sky effect. A few are attractive: The Arch of Constantine, Baths of Caracalla (interior restored), and the House of the Tragic Poet (interior restored). Bruderhausen: On heavy paper with linen edges and metal eyelets, each $1.40. Nystrom: On cloth with metal eyelets, each $2.25.

Lehmann Pictures Historical series mostly in color. Most desirable is the Interior of a Roman House. Next best is perhaps the Forum Romanum (restored). Bruderhausen: On heavy paper with linen edges and metal eyelets, each $1.75. Denoyer-Geppert: On cloth with metal eyelets, each $2.85. Nystrom: On cloth with metal eyelets, each $2.50.

Masterpieces of Architecture. High grade photogravures from original photographs. These include eighteen titles of interest to the Latin teacher. Nystrom: They come unmounted for framing, each $6.00.

Seeman Photogravures. Attractive reproductions mostly in black and white. The series contains seventeen reproductions of Roman remains and statuary. Bruderhausen: On heavy paper with linen edges and metal eyelets, each $2.00.

The Roman Wall. Colored and very striking. $1.25. New York: Longmans, Green & Company.

Villa Cornēliāna. A large colored wall picture designed by E. M. Carter to illustrate life on a Roman estate. On canvas paper with roller for hanging. New York: Oxford University Press. $3.50.

WALL MAPS

Baldamus-Schwabe Series. Ancient Italy; City of Rome; Roman Empire. Sizes 88 x 68 inches, and larger. Chicago (5235 Ravenswood Avenue): Denoyer-Geppert Company. $19.25 and up.

Breasted-Huth-Harding Series. Ancient World; Ancient Italy; Growth of Roman Power in Italy; City of Rome; Roman Empire. Size 44 x 32 inches. Chicago: Denoyer-Geppert Company. $2.50 and up.

Johnston Series. Ancient World; Ancient Italy; Roman Empire. Size 52 x 44 inches. Insets. Chicago (3333 Elston Avenue): A. J. Nystrom & Company. $6.00 and up.

Kiepert Series. Ancient World; Ancient Italy; Ancient Latium; City of Rome; Roman Empire. Sizes 53 x 62 inches

and larger. Insets. Chicago: Denoyer-Geppert Company. $10.00 and up. Also, Chicago: A. J. Nystrom & Company.

Webster-Knowlton-Hazen Series. Ancient World; Ancient Italy; Republican and Imperial Rome; Development of the Roman Empire, 264 B. C.-180 A. D. Size 50 x 38 inches. Chicago (3333 Elston Avenue): A. J. Nystrom & Company. $3.25 and up.

Westerman Series. The Roman Republic; The Roman Empire. Size 66 x 46 inches. Insets. Chicago: Rand McNally & Company. $8.75 and up.

Map Slides. Ancient Italy and Ancient Latium; City of Rome; Roman Empire. Insets. Lantern slides in outline and in detail. Meadville, Pennsylvania: Keystone View Company. Plain, $0.55; colored, $1.95.

OUTLINE MAPS

Cartocraft Desk Outline Maps. Ancient World; Italy; City of Rome; Vicinity of Rome; Roman Empire. Size 8½ by 11 inches, fifty for $0.45. (Wall Outline Maps 44 x 32, each $0.25). Chicago: Denoyer-Geppert Company.

Johnston's Series of Desk Outline Maps. Italy; Mediterranean Lands; City of Rome; Roman World. Size 8 by 10½ inches, fifty for $0.45. Chicago: A. J. Nystrom & Company.

McKinley Series of Desk Outline Maps. Italy; Roman Empire; Mediterranean World. Size 5½ by 7½, twenty for $0.18; per hundred, $0.40. Size 7½ by 10 inches, twenty for $0.23; per hundred, $0.65. Size 10 by 15 inches, per hundred, $1.30. (Wall Outline Maps 32 x 44, each $0.25). Philadelphia (1021 Filbert Street): McKinley Publishing Company.

CASTS AND MODELS

Copies of classic sculpture, busts, statuary, bas-reliefs, range in cost from about $4.00 upwards, depending upon size and materials. They may be purchased from the following firms: P. P. Caproni & Brothers, 1914-1920 Washington Street, Boston, Massachusetts: Large illustrated catalog, $1.00. Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago: Illustrated catalog sent free to schools. Eugene Lucchesi, Inc., 859 Lexington Avenue, New York City; Large illustrated catalog, $1.00.

Authoritative models of many Roman objects may be purchased from Friedrich Rausch, Sundhaüsertsrasse 5 Nordhausen am Harz, Germany. These cover a wide range of subjects, large and small, including such items as fasces, the

Roman eagle, military equipment, ships, houses, a Roman senator with clothing. But they tend to be expensive, and the cost of the larger pieces is almost prohibitive. Those interested should investigate the situation very carefully. Importations may be made direct or through G. E. Stechert & Company, 31 East 10th Street, New York City; or the models may be purchased through A. Bruderhausen, 47 West 47th Street, New York City, or Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago. The last named company issues a classified list with prices. An illustrated Rausch catalog may be borrowed from the Service Bureau for Classical Teachers, and there is a discussion of the models in the *Historical Outlook*, XVII (Dec., 1926), and XVIII (Jan., Feb., 1927).

A cardboard model of a Roman house may be obtained for about $2.50 from Mr. H. Barlow, the Bury Grammar School,

ROMAN COINS

For information and prices write: S. H. Chapman, Drexel Building, Philadelphia; or Wayte Raymond, 489 Park Avenue, New York City.

MOTION PICTURES

Julius Caesar—6 reels; Last Days of Pompeii—6 reels; Spartacus—6 reels. Each of the three pictures may be rented for $25.00. New York City (49 West 45th Street): George Kleine.

The Gorgon's Head (Two reels). Film rented at $5.00 a reel for each showing. Miss Bessie D. Davis, assistant in charge of Museum Extension Division, Metropolitan Museum of Art, New York City.

Roman France; Out of the Past; Helen of Troy; The Fall of Troy. For information on these four pictures write to Buffalo, New York (257 Franklin Street): Film Classic Exchange.

There is a more extended bibliography, partially antiquated, in the *Classical Journal* XVII, 280 ff. and 537.

(V.D.H.)

CHAPTER XII

LATIN CLUBS AND SPECIAL PROGRAMS

The Ohio Latin Service Committee maintains a special committee on Latin Clubs (M. Julia Bentley, Hughes High School, Cincinnati, Chairman). This committee has provided some excellent material relating to Latin clubs for the high school course as a whole, and expects eventually to prepare an Ohio bulletin devoted entirely to this subject. Moreover, while many schools have Latin clubs with a membership composed solely of first-year pupils, especially in the junior high schools, the Latin club is not so universally a part of the first-year course as of the other years. For these reasons it has not seemed wise to devote as much space to the subject in this BULLETIN as would otherwise have been given to it. The manuscripts of the Ohio Latin Service Committee may be obtained by Latin teachers in the state from the three Service Committee centers. Some of these and many other items of importance concerning Latin clubs may be obtained by teachers everywhere from the Service Bureau for Classical Teachers at New York City. The suggestions given here on Latin clubs, special programs, and exhibits, and the bibliography which is added are all such as may be applied particularly to pupils in First-Year Latin.

THE LATIN CLUB

An organized Latin club is very helpful. The pupils may elect two consuls, a praetor, a quaestor,

and a censor, and study the duties of these different officers in Roman days. For first-year classes, one meeting each month is sufficient. There are advantages in holding this during the regular recitation period in order that all pupils may have the benefit of club experience and the information about the Romans which the programs should furnish. Reports on different phases of the private life of the Romans, Pompeii, the gods, myths, songs in Latin, etc., may be a part of the program. (M.E.H.)

It usually does not take long for a Latin club to justify itself as an asset to the department. However, the teacher of Latin in a school which is without one is sometimes hesitant about launching a fully organized club with regular meetings, added responsibilities perhaps new and untried, and the necessity of continuing it. Some schools have so many other organizations well entrenched that the administration frowns upon the addition of another. Under such circumstances the immediate solution may be to proceed without a formally organized club. One meeting may be held each semester, perhaps, without any suggestion that there will be another. In this way first-year pupils may have an opportunity to do some of the things which are usually done in Latin clubs without any commitments as to the future. Schools which have Latin clubs only for the upper classes may sometimes find this a desirable arrangement with the beginners. It may also be used as a medium through which to further plans for "Visitors' Week" and similar occasions for which preparation must be made.

The national classical fraternity, Eta Sigma Phi,

with a membership chiefly of college students, is desirous of promoting interest in Latin clubs and will cooperate in any possible way. There are at present four chapters in Ohio. (V.D.H.)

The Latin Club Program

Every Latin club should have a well-planned program which leads toward definite accomplishment. A plan which extends over several meetings or throughout a semester holds the members' interest, gives respect for the club's work, and places responsibility for every member's participation because of a definitely assigned part. It is not difficult to make such a program for an organized club.

At the beginning let the members, in consultation with the teacher, make suggestions as to plans and topics. From these the program committee may decide what is best for the programs of the coming semester, reserving the other suggestions for use at a later date. Sometimes, especially in new clubs, the members will have no ideas as to what can be done, and the teacher must have plans ready to present. At other times the members propose activities which are quite impossible. Then the teacher must use care in helping them to see the impracticable side of the activity and be prepared to present one equally attractive.

It is generally wise to hold the meetings at the school. Have a roll call answered by *adsum*, a Latin quotation, the name of a famous Roman, a sentence from an English classic containing a Latin derivative, or the principal parts of a verb. Let the business be

conducted in a simple formal manner which will teach self-control and respect for law and order. Have the club motto or creed given by the members or by the presiding officer. Then proceed directly to the literary part of the program. Use illustrative material freely. Close with songs and games.

Fourteen year old boys and girls are full of life and energy and want to "do something." Therefore have one meeting a year outside the school. In the city this may be a visit to the Art Museum where especial attention is given to things Greek and Roman. Or it may be to some factory where a comparison can be made between ancient and modern methods, or to a greenhouse where mention of flowers and vegetables the Roman raised or the myths about flowers will prove interesting. Also have an open meeting at which one or more of the other organizations of the school, or a group of prospective members, are guests. This meeting affords opportunity for dramatics, if desired. The club may also find desirable activity in providing a program for a school assembly.

Social meetings also form an important part of the club's activities and encourage club spirit, but it should be understood that their number is limited to one each semester. Early in the year have a reception, emphasizing the courtesies of such an occasion. An appropriate program may be given. There may also be a celebration of some special day, or a farewell dinner, or a picnic at the end of the year. If there are intra-mural activities among the clubs of the school the Latin club will naturally participate.

A club may well plan to make a contribution to the school each year. The members enjoy earning

the money with which to buy trees or shrubbery for Arbor Day, or a statue or picture for the Latin room or library. When this does not seem advisable, the club may make its contribution in other ways.

The principal activity of the club, however, is the regular program. The following are suggested as subjects appropriate for semester or year studies: Outstanding Events of Rome's History, Great Men and Women of Rome, The Gods, Myths, How the Romans Earned a Living, The Roman Home (house, furniture, food, dress, amusements, customs), The City of Rome (history, officials, Forum, public buildings, arches, baths, water supply, roads), Life of a Roman Boy or a Roman Girl. Helps for this purpose are abundant. See Chapter VI and the bibliography at the end of this chapter.

A Latin club is a great humanizing factor in the lives of the teacher and pupils. To plan, sing, play, and laugh together are good for both. Success will be in direct proportion to the labor and care expended not only on the semester plan as a whole, but on each separate activity. (B.M.W.)

Games for Latin Club Programs

Games may be used in Latin club programs for first-year pupils as a means of entertainment and a means of education at the same time. Most of those which follow serve both these purposes. They have been collected from various sources, many of them from the departments of "Current Events" and "Hints for Teachers" in the *Classical Journal.*

1. Scrambled Spelling. Give to each player a

list of nouns, about twenty in number, in which the letters are not in proper order, as elalup (*puella*), rupe (*puer*), alorigac (*agricola*). Each player spells the Latin word correctly and then gives the English meaning.

2. How My Mind Wanders. Give a Latin word, for example *via*, then have each player write down the Latin word which is suggested by *via*. Such a list will be made: *via, puella, puer, schola, magister, discipulus*, etc. The one who has the longest list in a given time wins. The pupils enjoy hearing several lists read.

3. Place a Latin noun on the back of each person. By asking questions which must be answered by "yes" or "no," each person is to find out what he represents. Then the paper is pinned on the front.

4. A variation of the above game is as follows: Pin on the back of each pupil a slip of paper with a Latin word written on it. The contest is to see who can secure the longest list of words copied from the backs of others. Of course, each one tries to hide his own word while he tries to secure others.

5. Place around the room cards containing Latin mottoes, and give to each player a paper containing correct translations of the mottoes. The game is to see which player can copy the Latin which belongs to the translation immediately under the translation and get all done in a given time.

6. Give Latin mottoes to one half the pupils and the English translations to the other half and let each one find his partner.

7. Mīles ex Galliā. (Similar to My Grandfather's Trunk.) *Mīles fortis domum ex Galliā vēnit et sēcum*

retulit gladium, hastam, sagittam, servum, etc. Each player repeats the list and adds a new word. The one who fails drops out of the game.

8. Alphabet Game. Let each player in turn give a word beginning with the successive letter of the alphabet, as *ager, bellum, castra, dō,* etc. Or let the whole club write the list to see who can make a complete list first.

9. Parva Puella. (Similar to the Priest of Paris.) Give to each player a Latin number. Let one player be Parva Puella who carries on the conversation with the player whose number is called. The player who misses should become Parva Puella.

P. P. Parva Puella librum amīsit. Quis habet? Quinque numerus?

Quinque: Quis? Ego?

P. P. Tū, certē.

Quinque: Nōn ego.

P. P. Quis deinde?

Quinque: Novem numerus.

Novem: Quis? Ego? etc.

10. Shouting Verbs. Each player is given a slip of paper on which is a principal part of a verb. At a given signal each one shouting his principal part tries to find the other three parts. As soon as the four are together, they go to one side of the room, but continue to shout their parts in unison. A great deal of fun with a large number of pupils.

11. Cut from magazines pictures to illustrate Latin words. Mount on cardboard, number, and place about the room. Write the names of the pictures on slips of paper and have each pupil place the correct number of the picture in front of the name which he

thinks belongs to it. For instance, a picture of four boys might be named *Quattuor*; or a group of women, *Nōmen* (no men); a tiny letter D, *Vīdī* (wee d); boys wrestling, *Pugna*; a toy cart, *Carrus*; a boy and his dog, *Amīcī*.

12. Write on slips of paper questions in Roman history and their answers. Distribute to half the pupils one question each and to the other half an answer each. Let each pupil find his partner.

13. Write on slips of paper mottoes or proverbs in Latin. Cut each into two pieces, and distribute a half slip to each pupil. Let each find the other half. Some of the longer mottoes may be cut into three or even four pieces if desired. Names of prominent Romans or mythological characters may be used instead.

14. Divide the club into two or three groups according to the number present, having in each group a number equal to the number of letters in the Latin alphabet, or nearly equal. Give to each one of the group a letter on a cardboard. Have the groups lined up facing each other, or on the three sides of a square. Then pronounce Latin words one at a time, and let the pupils having the letters of that word arrange themselves as quickly as possible in correct order some ten feet in front of the line. The group whose players spell the word correctly first scores the point. Select the words with care so that all letters are used.

(B.M.W.)

Assembly Programs

Assembly programs in most high schools are left to teachers and pupils at least some of the time, and in many schools special departmental programs are

expected for certain occasions, as during "Visitors' Week." As a means of stimulating the pupils who are studying Latin and of bringing some idea of its values to patrons and to pupils in other courses, it is desirable that the Latin classes have a share in such programs. In the junior high school and small schools which offer only two years of Latin, pupils in the first-year course are especially likely to play an important part in plans of this sort. When departments, home rooms, or class groups are responsible for the assembly at stated times, the entire period may be in charge of the Latin classes with a program that is varied enough to arouse and sustain interest. At other times the pupils may contribute something from their study of Latin in a program of a general nature. Much that is done will be an outgrowth of the Latin club activities, and material prepared for the club may later be used in an assembly if it has sufficient merit.

Songs are nearly always appropriate, and Latin versions of familiar songs like *America* and *The Star-Spangled Banner*, and *Adeste Fidēlēs* at Christmas time, are of interest to all. If the pupils have adopted a class song (See the one opposite the beginning of Chapter I), they will desire to have the whole school hear it. A translation of the Alma Mater song or some other school song, or of some popular song, will have an added appeal that will help to make Latin real. Some school yells also lend themselves to an acceptable translation into Latin.

The story of the calendar with the meaning of the months and brief mention of some of the important days in each will be enlightening to many people. After the story of the evolution of the calendar has

been told by one pupil, have others assigned to tell the story of each month. Placards may be made, if desired, for the "months" to wear as they appear one after the other and are added to the line. The story of the days is likewise of interest.

Stories of words used in school life, as superintendent, curriculum, gymnasium, vs. (*versus*), office, janitor, auditorium, tardy, will be worth while for the entire student body. A story incorporating a list of these words, or the derivatives from one verb stem, can be given by one pupil while others display cards with the Latin words printed in large letters. In the well-known dramatization *Mother Dūcere** one pupil appears on the platform dressed in Roman costume with a placard displaying the word *dūcere*. After she has told about herself, others appear as her children with placards displaying the compounds, *condūcere*, *prōdūcere*, etc. The pupils who wear these cards explain their relation to *dūcere* and give English derivatives from these compound forms. The debt of French, Spanish, and Italian to Latin may be emphasized also, by means of pupils representing these countries. The *Mother Dūcere* idea has been used in various ways with much success.

Talks on the origin of Hallowe'en, the relation of the Saturnalia to our Christmas customs, the history of the Christmas carols going back to Greek and Roman times, a few verses of the Christmas story from the Latin Bible, all have their place; and the stories of Cupid and Psyche, Pyramus and Thisbe, and others suitable for Valentine Day will be enjoyed by all.

*For the original skit see the Bibliography, page 203.

The recitation in English of some stanzas of Macaulay's version of "Horatius at the Bridge," Longfellow's "Enceladus," Shelley's "Arethusa," or accounts of heroes or famous characters of early Rome, as Romulus and Remus, Cincinnatus, Tarpeia, Cornelia, the Vestal Virgins, will be effective in a general patriotic program or at some other appropriate time. Expressions like "the Midas touch," "a Herculean task," "thumbs down," "*cavē canem*" will be better understood after the stories are told in an interesting way.

Pupils in the first-year course will successfully dramatize some of the tales from mythology, or work out original dialogues which bear upon their study of Latin. Short plays or skits like *Latin Grammar Speaks, The Slave Girl, Gifts of Mother Lingua, What's the Use*? may be as effective when given before the school as in the classroom or for the club. One may also give a fashion show, using several characters dressed to represent the various types of Roman costume and a pupil to explain each costume. Or the class may portray a Roman school or the Latin classroom with all the directions, questions, and answers given in Latin.

The teacher's own ingenuity will suggest many ways of making any part taken in such programs of definite value to the pupils and of genuine interest to the school as a whole. Those who desire suggestions in more detail will find them in the various types of Latin club material (See the Bibliography) and in "Hints for Teachers" and "Current Events" in the *Classical Journal*.

(L.H.L.)

Exhibits

The exhibit has for many years been used in school life as a device to inspire and reward good work on the part of the pupils. It justifies itself as one of the features of our age in advertising, in the exhibits on a large scale which are characteristic of the commercial world as a whole, and in the general recognition of the educational value of exhibits, extending as far as international expositions. In some schools an exhibit is a continuous affair. In that case there is usually an exhibit room with cases and a wall space prepared for the purpose. Yet it is not necessary to have a special room. A large bulletin board ten and a half by three and a half feet (or a two-winged form such as is used in stores for the display of wall paper) may be placed in a location which is passed by the largest number of pupils daily. Schedules are then arranged each semester and time is assigned to each department for its particular exhibit. The background of the bulletin board, covered for each exhibit with crepe paper of a different color, attracts attention to the change in exhibits. The Latin department can easily provide for such a period of time a most attractive exhibit. In many other schools the exhibit is an annual event, and in this the Latin department should have a considerable part.

The exhibit should be discussed with the classes early in the fall, and a plan worked out so as to secure systematic work toward a definite objective for each class. Let a part of the exhibit be collections of regular class work which are selected from September to May, while another part may be the results of individual or group work on chosen projects.

Included in these projects may be notebooks, charts, posters, programs of the Latin Club, models of Roman books, weapons, chariot, pillars, garments, and pictures. There should be at least one toga-clad youth or a Roman matron to serve as guardian of the Latin exhibit. Ample suggestions are made in the chapter on Supplementary Work, in "Hints for Teachers" in the *Classical Journal*, and in the items available from the Service Bureau for Classical Teachers.

If this annual exhibit continues for two or more nights, it may be advisable for the Latin department to stage a play, to have illustrated talks in the Latin room, or to hold a "Style Show" in which the costumes of Caesar's day are worn by pupils.

When the school provides no opportunity for participation in a general exhibit, the Latin department may present one which will interest the pupils and their parents and also the pupils of the seventh and eighth grades. The influence of such an exhibit may be spread even more widely, for it may be loaned for display in some prominent store window or in the public library. (B.M.W.)

Bibliography

One cannot lay too much emphasis, in connection with the topics with which this chapter is concerned, upon the fact that almost countless helpful suggestions may be found in "Current Events" and "Hints for Teachers" in the *Classical Journal*; in *Latin Notes* and the *Classical Weekly*; and in the numerous items available through the Service Bureau for Classical Teachers.

LATIN CLUBS

Lawler, Lillian B. *The Latin Club,* Bulletin XII. Up to date and very helpful. New York: Service Bureau for Classical Teachers, 1929. $0.45.

Paxson, Susan. *Handbook for Latin Clubs.* Gives thirty programs, with songs, poems, etc. A very useful volume. Chicago: D. C. Heath & Company, 1916. $1.00.

Programs. *Latin Notes Supplement* No. 6 (July, 1924) summarizes about seventy accounts which had appeared in "Current Events" in the *Classical Journal* over a period of ten years. These include Organization, Special Programs, Games, Plays, Pageants, Banquets, Exhibits, etc. The Ohio Latin Service Committee item No. 4 lists numerous programs from schools in Ohio. See also the two references which follow.

Service Bureau for Classical Teachers.* Numerous helpful items are available in addition to the bulletins listed above.

The Ohio Latin Service Committee. Various manuscripts relating to Latin clubs are available to teachers in the state.

THE PRESENTATION OF LATIN PLAYS

Hains, D. D. "The Presentation of Classical Plays." In the *Classical Journal,* IX (Feb., March, April, 1914), 189, 251, 344.

Lawler, Lillian B. "The Presentation of Simple Latin Plays." In the *Classical Journal,* XX (October, 1924), 26. Or New York: Service Bureau for Classical Teachers. Item No. 222. $0.05. Perhaps the most important of these references from the point of view of first-year pupils.

Rice, Edith. "Latin Plays for Schools." In the *Classical Journal,* XVI (Dec., 1920), 149.

Schmid, Viola I. *Costumes for Classical Plays,* Bulletin X. A practical treatise which can be used also in illustrating Roman dress. New York: Service Bureau for Classical Teachers, 1923. $0.20.

Service Bureau items 119 and 171: *Roman Dress,* by Fannie Sherman; and *How the Romans Dressed,* by Lillian Wilson. New York: Service Bureau for Classical Teachers. Respectively, $0.05 and $0.15.

Wilson, Lillian. *The Roman Togo.* See p. 240.

PLAYS IN LATIN

Clark, Mary Virginia. *Six Latin Dialogues.* See p. 210.

Dean, Mildred. *Three Latin Playlets.* In the *Classical Weekly,* XIV (Dec. 13, 1920), 71. Or New York: Service Bureau for Classical Teachers. $0.05.

*See page 3, ftn. N. B.

Downing, J. P. *Three Short Latin Plays for Junior High Schools.* Address the author, 166 East 70th Street, New York City, 1925. $0.35.

Lawler, Lillian B. *Bona Dea. Cordēlia.* Two very easy Latin plays. New York: Service Bureau for Classical Teachers. Each $0.05.

———— *Cōnsilium Malum.* For classes which have had five months of Latin. In the *Classical Weekly,* XIII (Feb., 16, 1920), 127.

———— *Easy Latin Plays.* Twenty easy plays for first and second years. Arranged in the order of their difficulty. Chicago: Macmillan Company, 1929. $0.80.

———— *Rēx Helvētiōrum.* In the *Classical Journal,* XV (March, 1920), 365.

———— *Two Latin Playlets. (In Urbe Magnā and Īra Nymphārum).* University of Ohio Service Bulletin, Vol. VII, No. 51. Iowa City, Iowa: Extension Division, University of Iowa, 1923. Free.

Newton, Mary Leslie. *A Roman Birthday.* A pageant. In the *Classical Journal,* XVI (Dec., 1921). Or New York: Service Bureau for Classical Teachers.

Nutting, H. C. *Junior Latin Plays.* Three Plays for the ninth grade. Berkeley, California: University of California Press, 1922. $0.25.

Paine, Mainwarring, and Ryle. *Decem Fābulae.* See p. 210.

Smith, S. Archibald. *Puer Quī ad Lūdum Īre Noluit.* A farce in three acts with translation on opposite pages. S. Archibald Smith, Friends' Academy, Locust Valley, Long Island, New York.

Texts. Several first-year texts include satisfactory Latin plays.

There are also important bibliographies of Latin plays in the *Classical Journal,* XXI (Oct., 1925), 59ff.; *Latin in the Junior High School,* pp. 81ff.; and the Ohio Latin Service Committee manuscript, *Plays for Latin Clubs.*

PLAYS IN ENGLISH

Hatch, Katherine. *Off With His Head.* The Ablative of Separation chops off the heads of the conjugations and the declensions. Boston: Walter H. Baker Company. $0.25.

Lange, Stella. *The Latin Sentence.* In the *Classical Journal,* XX (1924), 78.

———— *The Slave Girl.* New York: Service Bureau for Classical Teachers. $0.07.

———— *What's The Use?* In the *Classical Journal,* XX (1924), 122.

Lawler, Lillian B. *The Gifts of Mother Lingua.* In the *Classical Journal,* XIX (1923), 36.

Moyes, W. J. *Mother Dūcere.* In the *Classical Journal,* XVII (1921), 101.

Ott, Grace. *In Galliă.* New York: Service Bureau for Classical Teachers. $0.07.

Sutherland, Olive. *A School Boy's Dream.* In the *Classical Journal,* VII (1912), 181-83. For free reprint, send stamped self-addressed envelope to the Secretary of the Classical Association of the Middle West and South.

Vacuum, a play that works in many Latin phrases and quotations. New York: Service Bureau for Classical Teachers. $0.07.

Wood, Julia F. *Latin Grammar Speaks.* A clever operetta. Characters: An American girl, Latin Grammar, the declensions, etc. New York: Service Bureau for Classical Teachers. $0.25.

DRILLS AND DANCES

Lawler, Lillian B. *Roman Water Carriers.* A simple dance for four girls. New York: Service Bureau for Classical Teachers. $0.20.

Wilson, B. M. *The Vestal Virgins.* A Taper Drill for ten, a Sibyl and nine Vestal Virgins. Spectacular and easily taught. Franklin, Ohio: The Eldridge Entertainment House. $0.15.

The Chalif Russian Normal School of Dancing, 163-65 West 57th Street, New York. Among the many dances suitable for entertainments given by Latin pupils may be mentioned the solo dances entitled The Young Huntress, Cupid, Aurora, Psyche, Atalanta, Diana, The Cherished Urn, The Discus Thrower, Pandora, A Roman Warrior—group dances. Greek Maidens Playing Ball, The Chariot Race, The Roman Games, Cupid and the Graces, Nymphs at Play, Pompeian Flower Girls, Diana's Hunting Party, Dionysia, Saturnalia. Each dance, $3.00.

The Vestoff-Serova Russian School of Dancing, 54 West 74th Street, New York. Among them A Greek Bridesmaid,

solo,—$3.00; Grecian Frieze, for nine girls,—$3.75; Elysian Fields, for twelve girls,—$3.50.

There is a more extended bibliography in the *Classical Journal,* XIX, 113ff.

LATIN SONGS

Brown, Calvin S. *Latin Songs.* An excellent collection of Latin songs with music. Worth seeking second hand. New York: G. P. Putnam's Sons, 1914. Out of print.

Flickinger, Roy C. *Carmina Latīna.* Contains Latin words for twenty-one songs, including *Integer Vītae, America,* etc. Iowa City, Iowa (301 North Capital Street): University Publication Society. Per dozen, $1.80; each, $0.25.

———— *Songs for the Latin Club.* Songs as above and two others, with musical notation. Iowa City, Iowa (301 North Capital Street): University Publication Society. Per dozen, $6.00; each, $0.75.

Gerning, Matthew. *Latin Hymns.* About thirty hymns. Chicago: Loyola University Press. $0.20.

Geyser, A. F. *Mūsa Americāna.* Series I contains Latin versions of eighteen patriotic songs. Series II contains Latin versions of favorites such as *Home, Sweet Home, Sweet and Low,* etc. Chicago: Loyola University Press. Each $0.25.

Paxson, Susan. *Handbook for Latin Clubs.* Contains eleven songs in Latin, some with the musical notations. See p. 201.

Robinson, Dwight N. *Plays and Songs for Latin Clubs.* Christmas carols translated into Latin: *Joy to the World; Hark, the Herald Angels Sing; Silent Night; There's a Song in the Air.* Four plays too advanced for first-year pupils. Address the author, 162 North Sandusky Street, Delaware, Ohio. $1.00.

———— *Narcissus and Other Latin Plays.* Latin versions of the songs: *Jingle Bells; For He's a Jolly Good Fellow; Good Night, Ladies; America the Beautiful.* Four plays too advanced for first-year pupils. Address the author, as above. $1.00.

———— *Cleopatra and Other Plays and Songs.* Contains Latin versions of the songs: *The First Noel; God Rest You, Merry Gentlemen; Annie Laurie; Drink to Me Only with Thine Eyes.* Four plays too advanced for first-year pupils. Address the author, as above. $1.00.

———— *Popular Songs.* Sheet contains Latin versions of *Bananas; Barney Google; The Old Gray Mare; Gallagher and Shean; It Ain't Gonna Rain No More.* Address the author as above. Each $0.50.

Songs in Texts and Periodicals. The Latin versions of several songs have been printed in the *Classical Journal* and *Classical Weekly*. Most of the newer Latin texts contain Latin songs. Some are printed in Game's *Teaching of High School Latin*. And many have appeared in publications of various high school departments.

Songs—Bibliographical Lists. For bibliographies of Latin songs see the *Classical Journal*, XX, 183, 499; *Latin in the Junior High School*, p. 83; Lawler, *The Latin Club*, p. 31ff.; The Ohio Latin Service Committee manuscript, *Songs for Latin Clubs*.

Song Slides. Lantern slides of Latin songs; *America, Adeste Fidēlēs, Integer Vitae*, and others. Meadville, Pennsylvania: Keystone View Company. Each $0.60.

GAMES

Horner, Brita L. "The Use of Games in Teaching Latin." In the *Classical Journal*, XV, 479.

Case, Effie. *Declensions and Conjugations.* Four games: The Latin Declensions, and three games of the Latin Conjugations. Address the author, 506 Fine Arts Building, Chicago. Each $1.00.

Derivatives. *Bina Verba.* Three games, each $0.75. *Terna Verba* and *Unde.* Two games, each $1.00. Also *Ultimae Litterae*, based on forms, $0.75. Chicago (2088 Lunt Ave.): Syntactic Book Company.

Horner, Brita L. *Sentence Games.* No. I—Drill on direct and indirect objects; No. II—Drill on ablative of means and ablative of agent; No. III—Drill on expressions of place. Appleton, Wisconsin: The Latin Game Company. Each $0.50.

Lawler, Lillian B. *Game of the Famous Romans.* Hunter College, New York City. $0.55.

Wright, E. D. *Nouns and Verbs.* Game of the Latin noun. Based on inflections. $0.50. Four games of the Latin verb. Principal parts, mood, tense, and endings. Each $0.35. Appleton, Wisconsin: The Latin Game Company.

Occasional Games. Several games adaptable to the occasion are described in the Ohio Latin Service Committee Manuscript *Games for Latin Clubs* (Service Bureau item No. 146). Others in back numbers of the *Classical Journal* and in Lawler, *The Latin Club*, pp. 24ff. (V.D.H.-B.M.W.)

CHAPTER XIII

COLLATERAL READING

Collateral reading is advisable both in Latin and in English. From the reading of Latin which is easier than that of the classroom work at the time the pupil gains confidence in his power to understand Latin and increases his ability and desire to read more. Additional familiarity with forms, syntax, and vocabulary may result from this repetition of their use and especially from the opportunity it furnishes for unobtrusive emphasis on the fact that the knowledge of these is essential to the enjoyment of such reading. It is a natural source, also, for increasing the pupil's knowledge on such topics as are included in the sixth chapter of this bulletin.

Collateral readings in English offer a more extensive opportunity for historical and cultural knowledge. Associated with the Latin and carrying the atmosphere of the Latin course, these broader readings become a very desirable supplement to the more intensive contacts through the Latin itself. Pupils who do both are much richer in their knowledge and appreciation especially of those values (See Chapter VI) which surround and permeate the study of the language itself.

Collateral reading provides a means of caring for the needs of superior pupils through voluntary work. Its flexibility in this respect constitutes one of its important features. Yet the slower pupils in the class

are likewise in need of these contacts with classical knowledge and culture and should also be encouraged to do as much of such reading as circumstances seem to warrant. The desire to do this may originate in the minds of the pupils, or may be prompted by a suggestion that books are available or by short lists of books posted from time to time with a brief statement concerning each one. Sometimes it may arise more or less spontaneously out of subjects or questions which are met in the regular work of the class, or it may be necessary to make assignments or call for volunteers.

It is not necessary that the pupils report on all collateral reading or discuss it in class. On the other hand, recognition must be given, especially when there is an immediate relationship to the regular work or when pupils have been asked to volunteer. Occasionally it may be advisable to devote an entire recitation period to reports and discussions of voluntary reading. If all members of the class have had at least some participation in the readings such a period is particularly stimulating. In any case one must not forget to lay the prime emphasis on those readings which are in Latin so as to leave the feeling that a little reading in Latin is worth more than much in English.

Collateral Reading in Latin

Suitable material in Latin for collateral reading in the first year is not at present extensively available. The fact that it is limited almost entirely to Latin written by modern scholars is a matter of regret, but

this does not make it less useful in other respects, especially for first-year pupils. The first essential is that it be grammatically correct, written in a style reasonably near to that of classical Latin, and sufficiently simple in vocabulary and syntax. There is a sense in which anything written according to that form may be considered acceptable. Yet teachers have come to feel that there is another sense in which content should be carefully selected also. This has caused Aesop's Fables and other stories only distantly related to Latin to be looked upon with less favor than in former years, and the demand is that collateral reading in Latin should lend itself directly to the historical-cultural aims of the course and that it should furnish some inspiration which will aid in causing the pupil to look forward to further reading of Latin.

Collateral reading in Latin in the first year naturally will involve an increase in vocabulary. Care should be taken to choose selections in which this increase is not too great in proportion to the amount of Latin the pupils have studied at the particular time. The same is true in relation to forms and syntax. In particular, many of the older readers, although sufficiently elementary in other respects, contain subjunctives, gerunds, and gerundives almost from the beginning, all of which are omitted by the majority of the newer first-year texts. These readers can hardly be used in connection with such texts unless the number of occurrences is so few that translations can be furnished for them. It is true that some pupils may be stimulated by reading Latin slightly in advance of the regular classroom work, but the ideal reading

material for this purpose would contain repetitions of familiar vocabulary and syntax with only those new forms and grammatical uses which are soon to be met in the daily lessons. Teachers who desire to use such material must select it with care.

In the list of readers given below an effort is made to indicate in some degree the extent to which particular texts are adapted to collateral reading in the first year. It will be found, however, that even among the easier ones some are suitable only in the early part for use in the first semester. Beginners' texts other than the one in regular use offer advantages in this respect, and many of them contain choice reading material for any particular time or purpose. Gray and Jenkins, Jenner and Grant, Magoffin and Henry, Scott-Horn, Place (revised edition), and Ullman and Henry are some of the first-year texts which contain material suitable for collateral reading. Prices quoted with the readers are subject to change.*

Allen, J. B. *Tales of Early Rome.* Romulus and Remus and other stories from the foundation of Rome to the end of the period of kings. Well done in simple language, but contains some subjunctives. New York: Oxford University Press, American Branch, 1899. $0.60.

———— *Tales of the Roman Republic.* In two parts published separately. Part I contains stories relating to early years of the Republic. Part II is concerned chiefly with the wars with Hannibal. Fairly simple, but not graduated in difficulty. New York: Oxford University Press, American Branch, 1900. Each $0.60.

Appleton, R. B. *Lūdī Persicī.* Simple Latin plays which may be used for collateral reading in the first year. New York: Oxford University Press, American Branch, 1921. $0.85.

Atkinson, G. T. *Arva Latīna Book I.* Nearly a hundred "Simple Stories Told in Classical Latin." Graduated in difficulty, but simple enough to begin as soon as pupils have stud-

*See page 231.

ied the comparison of adjectives. New York: E. P. Dutton & Company, 1928. $0.60.

Batterbury, T. K. E. *Reddenda Minima.* Designed to furnish, in separate sentences, Latin examples of the use of forms and syntax. A chapter devoted to hints on translation and a chapter of continuous passages for easy reading. New York: Oxford University Press, American Branch, 1926. $0.70.

Clark, Mary Virginia. *Six Latin Dialogues.* Pyramus et Thisbe, Philemon et Baucis, Theseus et Minotaurus, Cincinnatus, Fabricius, Puella Fortis. This book may be used in the motivation of first-year class work, for practice in oral Latin, and in programs for Latin clubs. Boston: The Palmer Company, 1928. $0.25.

Collar, William C. *The New Gradatim.* A simple, interesting first reader. Numerous anecdotes designed for reading early in the course, the Argonauts, and Ulysses. Columbus: Ginn & Company, 1895. $0.80.

Gallup, Frank A. *Latin Reader.* Easy reading which can be used advantageously to supplement any first-year book. Aesop's Fables and other stories followed by tales of early Rome. An occasional subjunctive and gerundive in the latter. Cincinnati: American Book Company, 1913. $0.60.

Morton, T. S. *Legends of Gods and Heroes.* Simple Latin stories selected from Greek mythology which provide progressive practice in translation for beginners. Chicago: Macmillan Company, 1926. $0.60.

Paine, Mainwaring, and Ryle. *Decem Fābulae.* Pyramus and Thisbe, Horatius, and other plays in simple Latin. New York: Oxford University Press, American Branch, 1912. $0.85.

Reed, Maud. *Julia: A Latin Reading Book.* A collection of carefully selected tales of ancient Greece and Rome which may be used very early in the year. The book increases in difficulty. Not so successful with boys. Chicago: Macmillan Company, 1924. $0.48.

———— *Camilla: A Latin Reading Book.* A companion to *Julia* which retells in simple charming style eight classical stories of Roman life and mythology. The style has been kept extremely simple and the constructions restricted to those in the second semester. Chicago: Macmillan Company, 1926. $0.48.

Sonnenschein, E. A. *Ōra Maritima.* A continuous narrative; a school boy visits his uncle near Dover and learns about the life of the early Britons. Free from syntactical difficulties. Grouped vocabularies, paradigms, drill exercises add to the value of the book. Chicago: Macmillan Company, 1914. $0.60.

Welch and Duffield. *The Helvetian War.* The first twenty-nine chapters of Book I simplified and adapted for use in the latter part of the second semester. Some subjunctives, gerunds, and gerundives. Boys like it. Chicago: Macmillan Company, 1925. $0.48.

Willis, Morton, and Stephen, R. H. *Excerpta Biblica.* Biblical stories which "seem to take on a new interest" as they appear here in simple Latin. The syntax has been made to conform closely to the classical. A few subjunctives. New York: E. P. Dutton & Company, 1926. $0.85.

Collateral Reading in English

Satisfactory material for collateral reading in English is much more plentiful than in Latin. The range includes mythological stories and historical legends, works of a definitely historical nature written in simple language, some books more nearly in the nature of simple reference works, stories and works of fiction relating specifically to Caesar's Gallic Wars, and more general works of fiction designed to provide interesting content while acquainting the reader with the background of Roman life and culture. The attitude toward its selection is much the same in the matter of content as in collateral reading in Latin. It should develop naturally from the contacts established through the content of the regular reading material in Latin, and the emphasis should be on topics largely identical with those to which the pupils' attention is being directed through the work in the classroom. It should look more toward a broad understanding and appreciation of historical-cultural values than to the mere acquisition of bald facts.* The works listed here are designed for easy reading.

*See the *Report of the Classical Investigation*, pages 133, 151ff., 204ff.

Some of the reference works listed in Chapter XV may be used advantageously to supplement this list.

Anderson, Paul L. *With the Eagles.* A young Aeduan son of a soldier in the Roman army joins Caesar's legions. His accomplishments are overdrawn, but appear very real, and the pupils will like it. Good with any references to Caesar or with a view to the Latin which will follow. New York: D. Appleton & Company, 1929. $1.75.

Baikie, James. *Ancient Rome* (Series: Peeps at Many Lands). Various aspects of ancient life, army, navy, town and city houses, a visit to Rome in A. D. 71, and public games set forth in easy narrative. Eight illustrations in color, others in black and white. Chicago: Macmillan Company, 1917. $1.00.

Baker, Emilie Kip. *Stories of Old Greece and Rome.* An extensive selection of choice Greco-Roman myths, well written in a style which bears the spirit of the subject matter and is adapted to high school pupils. Chicago: Macmillan Company, 1913. $1.75.

Baker, Rannie B. *In the Light of Myth.* Sixteen well selected classical myths told in a style in keeping with the subject matter; followed by a large number from other parts of the world. Some indication of the "striking similarity in plot and detail of myths from seemingly very different sources." New York: Row, Peterson & Company, 1925. $1.20.

Baldwin, James. *Old Greek Stories.* Fifteen stories, Quest of Medusa's Head, Adventures of Theseus, etc., told in very simple language. (*Fifty Famous Stories Retold* and the *Golden Fleece* are written by same author.) Cincinnati: American Book Company, 1895. $0.60.

Black, Jane. *Mythology for Young People.* Very brief explanations of the characters which appear in the Old Greek and Roman myths; barely enough to make pupils acquainted with the names. Very simple in style, even for the youngest pupils. Chicago: Charles Scribner's Sons, 1925. $0.60.

Brooks, Edward. *The Story of the Aeneid.* Accounts of the prowess of Aeneas based on the *Iliad.* In other respects the title describes the book. A well-told account which deserves to have appeared in a more attractive volume. 366 pages. Philadelphia (925 Filbert Street): The Penn Publishing Company, 1899. $1.75.

Buckley, Elsie Finnimore. *Children of the Dawn.* Orpheus and Eurydice, Atalanta's Last Race, Cupid and Psyche, Hero and Leander, and seven other myths told unusually well in from eight to sixty-five pages each. New York: Frederick A. Stokes Company. Fifth edition, 1927. $2.50.

Church, A. J. *Lucius: The Adventures of a Roman Boy.* (Originally entitled *Two Thousand Years Ago.*) Set mainly in the last years of the Republic, but includes also the beginning of the Empire (72 B. C. —). Various phases of Roman life appear within the background of an interesting story. New York (433 Fourth Avenue): Dodd, Mead & Company, 1924. $2.00.

Clark, E. M. *Story of Caesar.* A well-written narrative. Gives the main points of Caesar's military campaigns, much information about methods of warfare. Quotations from Shakespeare's *Julius Caesar* correlate well with English. Very easy reading. Cincinnati: American Book Company, 1898. $0.60.

Cook, Arthur O. *Stories of Rome in Days of Old.* Fifteen stories covering the period from the founding of Rome to the death of Julius Caesar. Excellent for collateral reading. 146 pages. New York (381 Fourth Avenue): Thomas Nelson & Sons, 1914. $1.25.

Couzens, Reginald C. *The Stories of the Months and Days.* The origin of the months and days with stories of the personage for whom the month was named or to whom it was dedicated. A general history of the division of time with a great deal of mythology included. Well-written and interesting. New York: Frederick A. Stokes Company, 1923. $2.00.

Cowles, Julia D. *Our Little Roman Cousin of Long Ago.* Tells of Roman boys at school, at dinner, at a funeral, at a wedding, at a circus, in the senate, and on a farm. Several myths are told. Rather too juvenile for high school, but worth reading. Boston: L. C. Page & Company, 1913. $1.00.

Cruise, Amy. *The Young Folks Book of Myths.* A fourth of the book is devoted to classical mythology. In the myths of other peoples which follow, their resemblance to classical myths and differences from them are readily seen. Well illustrated. Boston: Little, Brown & Company, 1925. $2.00

Evans, Lawton B. *Heroes of Troy.* Excellent collateral reading in connection with any references to Venus, Aeneas, and the Trojan war. A most attractive volume, 446 pages. Philadelphia (114 South 15th Street): Milton Bradley Company, 1924. $2.00.

Forbush, William Byron. *Myths and Legends of Greece and Rome.* A large number of classical myths told in easy stories of varying length. Contains also the Trojan war. Literary references follow each story. Philadelphia: The John C. Winston Company, 1928. $0.88.

Francillon, Robert Edward. *Gods and Heroes: or the Kingdom of Jupiter.* An excellent collection of Greco-Roman

mythology for younger children. Columbus: Ginn & Company, 1915. $0.80.

Griffith, A. M. M. *Stars and Their Stories.* The mythology of the stars very charmingly told for young people. Charts and illustrations. Chicago: Henry Holt & Company, 1913. $1.00.

Guerber, H. A. *Story of the Romans.* Contains the main facts of Roman history from the founding of Rome to the end of the Empire. Many legendary tales included. Excellent reference for background of history. Well illustrated. Cincinnati: American Book Company, 1896. $0.72.

Haaren and Poland. *Famous Men of Rome.* Well-told biographical stories, beginning with Romulus. Illustrations numerous and good. A choice book for its purpose. Cincinnati: American Book Company, 1904. $0.72.

Hall, Jennie. *Buried Cities.* The story of three cities that have been buried, forgotten, and excavated. First, the destruction of Pompeii; second, about a boy who wins games at Olympia; third, about Dr. Schlieman at Mycenae. Easy reading. Illustrations good. Chicago: Macmillan Company, 1922. $2.00.

Harding, C. H. & S. B. *The City of the Seven Hills.* A connected history of Rome, containing something of daily life and customs. Special chapters on Caesar and Cicero. A useful book. Chicago: Scott, Foresman & Company, 1902. $0.88.

Hawthorne, Nathaniel. *A Wonder Book and Tanglewood Tales.* (Riverside book shelf.) Stories made up of classical myths, written in Hawthorne's own charming way. Literary classics for children, and always well liked. New York: Houghton Mifflin Company, 1923. $2.00.

Herzberg, Max J. *Myths and Their Meaning.* Classical mythology told in simple straight-forward style, with a short section on other myths. Concluding chapter contains useful material in relation to modern life. Reading lists throughout book, and a helpful appendix. Well illustrated. Chicago: Allyn and Bacon, 1928. $1.20.

Kinney, Muriel. *Stars and Their Stories.* Simple and interesting accounts of the Greek myths which are associated with the constellations. Suitable for use of young pupils. New York: D. Appleton & Company, 1926. $1.25.

Kupfer, Grace H. *Stories of Long Ago.* About thirty mythological stories told in simple style. Illustrated. Chicago: D. C. Heath & Company, 1897. $1.20.

Lamprey, L. *The Childhood of Rome.* Well-told stories from prehistoric times to the death of Romulus. No claim is made for the accuracy of details, but there is an effort to carry

the spirit of the period, and the author shows much familiarity with what is known concerning this early period. 262 pages. Boston: Little, Brown & Company, 1922. $0.75.

———— *Long Ago in Gaul.* A book which will be interesting to high school boys and girls alike. Written in story form, it endeavors to provide a sympathetic understanding of the simple life of the Gallic peoples with just enough mention of the Romans to be stimulating. (So-called trade edition bears title *Children of Ancient Gaul.*) 320 pages. Boston: Little, Brown & Company, 1927. $0.75.

Lang, Jean. *A Book of Myths.* Twenty-seven classical myths and seven others well told in three hundred pages. Original illustrations not particularly classical. New York: Thomas Nelson & Sons, n. d. $1.50.

Lovell, Isabel. *Stories in Stone from the Roman Forum.* Historical stories and legends associated with the Forum. An excellent book for increasing familiarity with this most famous spot. Comparatively easy reading and well illustrated. Chicago: Macmillan Company, 1926. $1.50.

Macaulay, Thomas Babington. *Lays of Ancient Rome.* Among the most desirable are "Horatius," "Battle of Lake Regillus," "Virginia" (the struggle between patricians and plebeians), and the "Prophecy of Capys" (early Roman traditions). Many of the publishers carry complete or partially complete editions (e. g., American Book Co.; Dutton; Houghton Mifflin; Chas. Merrill; Longmans, Green; Oxford University Press; Putnam's). Prices, $0.60 to $1.50.

MacKaye, A. L. *The Slave Prince.* A prince of the Eneti becomes a slave in the household of Menelaus, later takes part in the siege of Troy, where his shifting fortunes bring him more than once inside the Trojan city. In this way he has contacts with the chief characters on both sides. Interesting fiction, helpful in connection with allusions to the Trojan war. Boston (53 Beacon Street): L. C. Page & Company, 1926. $1.75.

Olcott, W. T. *The Book of the Stars for Young People.* Well-written, comprehensive account of the mythology of the stars. Charts and illustrations. A desirable book. New York: G. P. Putnam's Sons, 1923. $3.00.

Sabin, Frances E. *Classical Myths that Live Today.* This book of myths, simply told, may be used to advantage in any year of the high school. To guide in the making of connections between mythology and life there has been added to every important chapter a section entitled "In the World of Today." Chicago: Silver, Burdett & Company, 1927. $1.92.

Skinner, Charles M. *Myths and Legends of Flowers, Trees,*

Fruits, and Plants. The amount of Greek and Roman mythology brought together here is little short of amazing. Philadelphia: J. B. Lippincott Company, 1911. $1.75.

Tappan, Eva March. *Our European Ancestors.* Beginning with accounts of the Greek and Roman peoples, the first third of the book is excellent for helping the pupil to see how Greek and Roman civilization are woven into our own. Several early Roman stories and legends included. New York: Houghton Mifflin Company, 1918. $1.08.

———— *The Story of the Roman People.* Good elementary history, carrying story from Aeneas to fall of the Western Empire. Well written and well illustrated. New York: Houghton Mifflin Company, 1910. $1.32.

Terry, Arthur Guy. *History Stories of Other Lands.* Useful, interesting, well-selected material, told simply without telling too much. Vol. I, Tales from Far and Near; Vol. II, Tales of Long Ago; Vol. III, The Beginnings, 55 B. C.-1066 A.D. New York: Row, Peterson & Company, 1915. Vol. I & II, each $0.60. Vol III, $0.80.

Wells, R. F. *With Caesar's Legions.* A story of two Roman boys with Caesar in Gaul. Helps pupils to appreciate Caesar's work and character. Well-written and interesting. Boston: Lothrop, Lee & Shepard Company, 1923. $1.50.

———— *Caesar on Land and Sea.* A book equally as interesting as *With Caesar's Legions.* Boston: Lothrop, Lee & Shepard Company, 1926. $1.50.

Wilkins, A. S. *Roman Antiquities.* (History Primers). Gives in handy form much useful information regarding Roman character, and the Roman family, dwellings, daily life, public life, and religion. Cincinnati: American Book Company, n. d. $0.56.

Whitehead, A. C. *The Standard Bearer.* A story of a young standard bearer in Caesar's army. Interesting reading and always well liked. Cincinnati: American Book Company, 1915. $0.72.

(V.D.H.-B.M.W.)

Scrinium—from Pompeii

CHAPTER XIV

TESTS AND MEASURES OF PROGRESS

Some questions concerning tests and the marking of papers in their relation to the work of the classroom have been discussed in a previous chapter.* It is the purpose here to bring together suggestions and information which may be of interest in the whole program of tests and measurements, whether formal or informal, in the teaching of Beginning Latin. By formal is meant the standard or commercial test, commonly designated as standardized, although it must be remembered that there are many tests on the market which have never been standardized. Informal tests are, of course, those prepared by the local teacher.

Of the relation between the informal and the formal standardized tests very little has been said. The tendency has been rather to discredit the informal test by the strength of the emphasis on standardized tests. Yet the advantages of the ordinary informal test are not to be denied. When set with intelligence and care they are more intimately associated with the daily work than is usually the case with standardized tests. They are more readily adaptable to any given situation and often provide a most helpful type of information concerning the pupil. An occasional question which forces the pupil to organize his knowledge into a well-defined, logical paragraph is also inform-

*Pages 122ff.

ing. It should be remembered, too, that tests are set not merely to provide a record of pupils' progress, but to enable the teacher to tell whether a given topic has been taught effectually or needs additional emphasis, and the informal test is the one best suited to this need.

The use of informal tests does not, however, conflict with the use or the purpose of tests of the standardized type. In fact, one of the larger values which accrues from the use or careful study of standardized tests lies in their influence upon the teacher toward the improvement of the quality of the informal tests. Informal tests of the older type are commonly designated as subjective because of the difficulty of grading them with perfect accuracy, while the standardized test is commonly designated as objective since there is only one possible way of answering it correctly. However, informal tests can readily be adapted to the general type of standardized test to any degree that the local situation seems to warrant, and thereby gain some of the advantages of both. It is generally true that tests of the objective or standardized type can be graded with more mechanical precision than is the case with the older type of informal tests. Tests built so as to be objective in their nature are therefore of more particular value for special occasions such as "final examinations."

If it is thought desirable to measure the effectiveness of one's own teaching according to the standard of attainment of pupils in other schools, the regularly standardized test will serve the purpose. For since the evaluation of a fully standardized test has been

determined through the study of the answers of a very large number of pupils who took the same test, the use of a particular test so standardized at the time of year for which it was prepared enables a teacher to compare local progress in that particular with the progress of the larger group. But teachers should not make the mistake of using at an early date standardized tests or commercial tests of any kind that were prepared for much later in the year, unless this is done with full recognition of the fact that they cannot expect under such circumstances to attain the established norm.

There are, perhaps, no better general directions for the building of tests than to combine one's ideas of the importance of the particular topics to be tested, the emphasis they have received in the classroom, and the general factors which enter into adapting these to the situation in hand with the most careful study of the form in which each question may be cast most effectively. There are extensive treatments of the subject which may be made very helpful, but ultimately Latin teachers will obtain the greatest aid in the practical building of tests from studying available Latin tests, including the most informal tests as well as the standardized types. The following unusual recognition of the validity of tests thus made is quoted from the preface of a recent volume on test-making:

"The best of existing standard tests do represent a degree of refinement not possible without extended experimentation. But the rank and file of such tests are readily equaled or bettered by the teacher who has mastered a little theory of measurement and who

is seriously intent upon building valid and reliable examinations."* (V.D.H.)

VOCABULARY

Practically all First-Year Latin texts provide for frequent reviews and include the vocabulary as an important part. After reviewing, tests are desirable. At intervals between the more definite review tests there should be numerous other tests, brief (three, five, or seven minutes), and requiring but a minimum of writing on the part of the pupil. The following are given as suggestions:

1. Write on the board short Latin sentences with one Latin word underlined. Tell the pupils to write the English meaning of the underlined Latin word, numbering it according to the number of the sentence: as (1) Mīles vincit; (2) In urbe habitat; (3) Ūnam hōram maneō.

2. Use the matching word test in which the pupils match the Latin word with its English meaning, as illustrated under methods of drill, page 34-5.

3. The multiple choice form is well adapted to the vocabulary test. Write a Latin word followed by several English words only one of which is the meaning of the Latin word. Let the pupils underline the correct meaning for each Latin word:

(1) ager—garden, field, country, house, farmer

(2) saepe—perhaps, often, always, now, I see

*Ruch, G. M. *The Objective or New-Type Examination.* Chicago: Scott, Foresman & Company, 1929. This is among the most helpful books for the teacher who desires an adequate discussion of the principles governing the making of tests. Chapters II, VII, VIII, and X are devoted particularly to the making of tests. Another helpful discussion is Odell, C. W. *Traditional Examinations and New-Type Tests.* New York: The Century Company, 1928.

4. Select twenty (or more) words as they appeared in recent reading lessons and ask the pupils to give the root meaning: as *obtinēbat, frūmentī, timidōs, castra.*

Many of the suggestions in Chapters III and IV can be converted into ideas for informal tests. A more formal test may be given at the close of the study of a topic. These should be marked with severity, and all mistakes should be corrected by the pupil.

(B.M.W.)

A "Latin Speed Test" creates great rivalry and is an incentive for a most intensive kind of vocabulary review on the part of the individual pupil. On the appointed day have the pupils write as many Latin words and their English meanings as they can remember. Allow from ten to twenty minutes according to the number of words in assigned vocabularies. This is not a very accurate test and should not displace other tests.

(H.McN.S.)

Skeleton Test on Word Study

1. Define these English words according to their derivation.
2. Define the words underlined in these sentences.
3. Give the Latin word to which each of these words is related by derivation.
4. Use these English words correctly in sentences.
5. Explain derivation, including prefix, root, and suffix.

6. Give the simple Latin verb from which these compounds were made.

7. Form compounds from these verbs and the prefixes listed.

8. Supply the omitted vowel in the following, as incur-ble, aud-ble, mon-tor, sep-rate. (B.M.W.)

Forms

Tests on forms may be prepared as follows:

1. List the forms and ask for meanings (these may be Latin or English), as

ā puerīs _____	erant _____
in memoriā _____	dantur _____
duo librī _____	habēbat _____
in the street _____	they were working _____
to the boys _____	they held _____
rewards _____	we see _____

2. Give nominative singular, and ask for different forms:

fīlius	acc. plu. _____
auxilium	abl. sing. _____

3. Give different forms of nouns, pronouns, or adjectives, and ask for case and number, or ask for nominative singular. Likewise give different forms of verbs and ask for parsing as to voice, mode, tense, person, and number, or give forms and ask for first vocabulary form, or for principal parts.

4. Give short sentences in which blanks are to be filled with the form indicated:

(1) Discipulus _____ (book-acc.-sing.) tenet.

(2) Thēseus Mīnōtaurum _____ (see-act., indic., pres., third, sing.) (B.M.W.)

The One-Word Test

One of the special needs of the teacher of First-Year Latin is a quick and accurate method of testing the results of instruction. The outstanding problem is that of finding a type of test which is comprehensive of the work covered and at the same time sufficiently brief to be given frequently and marked with fairness and ease. To this end many language teachers are employing the one-word test for various kinds of work. In this type of test it is noted that only the word involved in the special construction is translated. The test should always have a large number of parts, twenty or twenty-five, and be marked on a basis of "incorrect if not perfectly right." It is obvious that this type of test can be completed very quickly by the pupil and easily marked by the teacher. The tests are especially severe and there is danger of making them too difficult in the beginning. The papers, when marked, make a splendid basis for study in the classroom. The test should always teach the pupil to evaluate his own progress as well as give the teacher a check on the effectiveness of his teaching. Some work of this type may well be included in the final examination.

Some sample tests are added here. Only one kind of pronoun should be used at first, and the same principle should apply in all other one-word tests. There is need to work up to the more difficult test.

One-Word Tests on the Use of Pronouns
(Translate the underlined words only)

I

1. The girl whom you saw is a stranger.
2. The boy by whom the news was brought is poor.
3. There are the men whom they elected.
4. The women whose children were lost were frightened.
5. The men with whom we were walking were our friends.
6. The girls to whom I gave the books were pleased.
7. I saw the man who was arrested.
8. Many of the women who came were poorly dressed.
9. The boy whose hat was lost was punished.
10. Wars which are long are expensive.

II

1. He gave a sword to us.
2. Whose house is this?
3. The man whom you see is Marcus.
4. This man was killed, that one was wounded.
5. Many men praise themselves.
6. The soldiers themselves were frightened.
7. This was done by you, Galba.
8. The general saw us.
9. Caesar captured their town.
10. They defended their town.
11. This is a large city.

12. The boy loves his mother.
13. The girls love their father.
14. By whom was this done?
15. These men to whom you gave the sword are Romans.
16. They are attacking the same town.
17. Julia, we see you.
18. Marcus, you have lost your book.
19. What man is that near the gate?
20. He persuaded me to go.

One-Word Test on Use of Participles, Ablative Absolute, Gerund, Gerundive, Active and Passive Periphrastic
(Translate underlined words only)

1. I saw a girl carrying a basket.
2. This work must be done.
3. Caesar, having praised the soldiers, departed.
4. The soldiers, having been praised, departed.
5. The soldiers should be praised.
6. He came to close the gates. (for the sake of closing the gates.)
7. We saw a soldier about to fight in battle.
8. The general must often praise his men.
9. The girls, having set out early, arrived at six o'clock.
10. If Caesar is leader, we shall win. (Do not use *sī*.)
11. Caesar had to do several things at one time.
12. The lieutenant had not intended to attack.
13. I saw Caesar leading the tenth legion.
14. The girl having been praised was happy.

15. Since the girl had been praised, the mother was happy. (Do not use *cum*.)
16. Having done this, we returned home.
17. He had an opportunity of seeing Rome.
18. The men enlisted for the purpose of fighting.
19. I intended to give you a shield.
20. He saw two thousand men fighting.

(I.R.K.)

Formal Latin Tests

At the beginning of the twentieth century, grades, or per cents, given by teachers were the only generally known standards by which an individual's progress could be measured, and this measure is still of much value, so much indeed that one of the best criteria which can be set up for a standardized test is the teacher's estimate, based upon a careful consideration of all factors concerned. Many types of measures should, nevertheless, be used if progress is accurately to be judged. There now exist numbers of commercial tests, many of them standardized, by which abilities in various high school subjects may be measured, and Latin is as rich in these as any other course in the curriculum.

Latin tests prepared in a scientific manner may be of great help to the less experienced teacher, and even the teacher of more training and experience finds it interesting and helpful to compare the scores made by local pupils with the median score made by pupils in other parts of the country. For these reasons and because of the fact that standardized tests and commercial tests in general have a special appeal to the

pupil's interest, such tests as are described below may claim a legitimate place in the Latin course of the secondary school. (R.E.J.)

Bibliography

Changes are constantly being made in the nature and amount of material available in this field. This bibliography is designed to indicate the nature of some of the tests which seem adapted to use in the first-year course. In most instances there are reduced prices for purchases in quantity.

Orleans, J. S. and Solomon, M. *Orleans-Solomon Latin Prognosis Test.* This test endeavors to provide a means of predetermining what success students may be expected to have in studying Latin by permitting the pupil to study some Latin and then testing the results of his efforts. There are several simple lessons, with a test on each, involving certain essential skills in learning Latin and overcoming fundamental principles taken up in the first half-year. Time, fifty minutes. Chicago: World Book Company. Specimen set, $0.15.

Bacon, F. N. *Diagnostic Tests in Latin.* Based on the Gray and Jenkins text. A series of nine tests on vocabulary, forms, comprehension, derivation, and Roman life and history. Columbus: Ginn & Company, 1929. Nine tests, 15 copies, $2.25.

Davis, E. L. *Latin Hurdles.* Progressive tests in Latin for the first semester. Twenty-five "hurdles" with a total of 80 pages bound together. Adapted to use with any text. Chicago: Follett Publishing Company. $0.48.

Henmon, V. A. C. *Henmon Latin Tests.* Tests 2, 3, 4, and X still available. Vocabulary and sentence tests. Made up in part from more advanced Latin. Can be used toward the end of the first-year course, but better adapted to the second year. Chicago: World Book Company. Specimen set, $0.10.

Horn, Annabel and Scott, H. F. *Unit Tests in Latin.* A series of twelve tests, each dealing with a specific set of forms and their uses. Based on the Scott-Horn *First Latin Lessons,* but may be used with classes using other texts. Chicago: Scott, Foresman & Company, 1930. $0.24.

Hutchinson, Mark E. *Latin Grammar.* Scales A and B. Multiple choice tests adapted to use in the first-year course, except that Part II is not entirely covered by all first-year texts. Bloomington, Ill.: Public School Publishing Company. Specimen set, $0.15.

Inglis, Alexander. *Harvard Tests—Latin Morphology.* Forms A, B, C, D, E, put up in convenient pads, each containing thirty copies of the test, as well as directions and scoring key. Include forms of nouns, pronouns, adjectives, and verbs. Adapted to use in the first-year course, although some subjunctives are included. (Harvard tests on vocabulary and syntax are more advanced, containing from twelve to thirty words not found in the average first-year book.) Columbus: Ginn & Company, 1927. Per pad, $0.80.

McTammanny, Frances L. *Latin Speed Tests.* Tests on the forms and meanings of one thousand Latin words, including all the words in the *Latin Word List* of the College Entrance Examination Board and the lists for the first two years of Latin from the New York State *Syllabus in Ancient Languages.* A pad of sixty-four pages intended for systematic drills in vocabulary and forms. Troy, New York: Address the author. Per pad, $0.50.

Messenger, Wilfrida J. *My Progress Book in Latin.* No. 1 for first semester and No. 2 for second semester. Adapted to use with any first-year text. Vocabulary limited to the *Latin Word List* of the College Entrance Examination Board. Suitable for drill and easily scored. Seventy exercises bound together. Columbus: American Education Press, Inc. Each $0.28.

Pressey, L. A. *Test in Latin Syntax.* Nouns, pronouns, and adjectives tested through Latin translations involving multiple choice. Bloomington, Ill.: Public School Publishing Company. Specimen set, $0.10.

Stevenson, P. R. and Coxe, W. W. *Latin Vocabulary Tests* and *Latin Derivative Tests.* Forms I, II, and III of each. Adapted to use in the first-year course, although some of the derivatives are from more advanced vocabulary. Bloomington, Ill.: Public School Publishing Company. Specimen set, each form $0.15.

Thompson, Harold G. and Orleans, J. S. *New York Latin Achievement Test.* Prepared particularly for the state of New York, but could be used elsewhere. Test I for first semester and II for second. Cover vocabulary, syllabification, accent, forms, English syntax, derivation, translation. Chicago: World Book Company. Specimen set, $0.45.

Tyler, C. and Pressey, S. L. *Test in Latin Verb Forms.* Multiple choice from four English translations of each verb. Thirty-two Latin verb forms, including some subjunctives. Bloomington, Ill.: Public School Publishing Company. Specimen set, $0.10.

Ullman, B. L. and Smalley, A. W. *Progress Tests in Latin.* Based on the Ullman and Henry tests, but can be used with others. Includes vocabulary, forms, syntax, sentences, derivation, comprehension, and Roman civilization. A total of seventy-three tests, comprising 174 pages bound together. For first and second years. Chicago: Macmillan Company, $0.84.

(F.M.B.-R.E.J.)

Bronze coin, A.D. 70-71. Reverse showing Honor with sceptre and cornucopia and Virtue with helmet, spear, and dagger.

Chapter XV

EQUIPMENT, WORKS OF REFERENCE, ETC.

The live teacher finds many tools useful for a vital presentation of Latin. The purpose of this chapter is to suggest some of the best material available outside the range of that included in chapters on special topics. The bibliographies on Latin clubs, songs, plays, and games will be found in the chapter on Latin clubs; the bibliographies on photographs, slides, wall pictures and charts, maps, casts, models, coins, and motion pictures will be found in the chapter on illustrative material; the bibliographies on tests and on English words are included in the chapters on those topics; the works in Latin and in English which are suitable for collateral reading are listed in the chapter on collateral reading. Among the last are some which have been used advantageously for pupils' reference work.

Many school libraries are woefully lacking in reference works which could be called adequate even for the teaching of First-Year Latin. Further than that the teacher will desire always to have a reserve of information on which to draw concerning every point which occurs during the progress of the course. For these reasons a minimum list is given followed by a larger list divided more or less according to subject matter. Starting from the minimum every effort should be made to see that some works connected with Latin are added to the school library each year. It is

A Roman Taking a Book from the Shelf

A Roman Reading a Book

hoped, too, that this list may emphasize for the teacher the importance of adding at least one new book each year to his personal library as a necessity for continued professional growth and development. There are so many good things being prepared in fields immediately related to the work of the teacher that one who neglects them all is soon out of the race. Some of the better books listed here have the forward-looking teacher especially in mind.

In consideration of prices it is well to remember that most publishers give teachers a discount, ranging from ten to twenty-five per cent, on personal purchases. List prices are given here and are, of course, subject to change. Books out of print may often be obtained through dealers. William H. Allen, 3345 Woodland Avenue, Philadelphia, and G. E. Stechert & Company, 31-33 East Tenth Street, New York City, are suggested. Foreign publications may be obtained through the same sources.

A Minimum List

This list of books is regarded as the minimum for the teacher of First-Year Latin. The works of general reference should, of course, be in the school library. In some instances, as Latin literature, substitutes are possible at the will of the teacher, but the list as a whole is carefully selected. For annotations, publishers, etc., see the more extended bibliography which follows this. Every teacher will, of course, keep at hand lists of material available from the Ohio Latin Service Committee and the Service Bureau for Classical Teachers for the many useful items they contain.

The *Classical Journal*
Report of the Classical Investigation
One Latin-English Dictionary
One Latin Grammar
Harper's Dictionary of Classical Antiquities
Mackail. *Latin Literature*
Frank. *Roman History*
Johnston. *Private Life of the Romans*
Davis. *A Day in Old Rome: A Picture of Roman Life*
Bailey. *The Religion of Ancient Rome*
Gayley. *Classic Myths*
Scott and Carr. *The Development of Language*
Conway. *The Making of Latin*
Sabin. *Relation of Latin to Practical Life*

Classical Periodicals

In addition to these it will be found helpful to have available a good magazine of world news and current events for aid in noting parallelisms and in making comparisons between ancient and modern life.

Classical Journal. The official publication of the Classical Association of the Middle West and South. Contains suggestions and discussions on all phases of classical teaching, much general information, and articles of a scholarly nature, many of which are related to high school Latin. Eighty pages monthly from October to June. A magazine of inestimable value, which no teacher of Latin can afford to be without. The membership fee covers the subscription. Vice President for Ohio, M. Julia Bentley, Hughes High School, Cincinnati. Or write direct to the Secretary of the Classical Association of the Middle West and South. $2.00.

Classical Weekly. A magazine published weekly from October to May. It contains articles of interest to every teacher, book reviews, and lists of articles in other magazines which relate to the classics. Charles Knapp, Editor, 1737 Sedgwick Avenue, New York City. $2.00.

Latin Notes. A periodical of from four to eight pages which gives all sorts of useful information on matters relating to high school Latin, new publications, etc. Includes notes on teaching methods and many other items useful to the teacher. Published monthly from October to May. Subscrip-

tion price includes membership in the American Classical League. Service Bureau for Classical Teachers,* New York City. $1.00.

The Classical Bulletin. A periodical published by the Classical Association of Jesuit Teachers of the Middle West. Now in its sixth volume, 1929-1930. Its policy is to publish both practical and pedagogical articles and contributions of a scholarly nature. Monthly, October to June. Hugh P. O'Neil, S. J., Business Manager, Florissant, Missouri. $1.00.

WORKS ON THE TEACHING OF LATIN

American Classical League. *Report of the Classical Investigation, Part One.* The original edition (1924) is out of print. Abridged edition. New York: American Classical League, New York University. $0.35.

Bennett, C. E. and Bristol, G. P. *The Teaching of Latin and Greek in the Secondary School.* Quite out of date in many respects, but contains information on older methods. Many of the suggestions are still of interest, also, from other points of view. Chicago: Longmans, Green & Company, 1899. Out of print.

Game, Josiah B. *The Teaching of High School Latin.* The best volume at present available based on the Grammar-Translation Method. Revised edition. Chicago: University of Chicago Press, 1925. $2.00.

Gray, Mason D. *The Teaching of Latin.* Based on the Latin Word-Order Method. Contains an extensive bibliography. New York: D. Appleton & Company, 1929. $2.00.

Latin in the Junior and High School, Bulletin XIII. Contains much of interest to the teacher of First-Year Latin. (Many lesser items available from the same source). New York: Service Bureau for Classical Teachers, 1929. $1.00.

Periodicals. Back numbers of the classical periodicals are a most fertile source of ideas on the teaching of Latin and should not be overlooked by the teacher who is in quest of helpful suggestions. Service Bureau item No. 66 (1924) contains *Articles in the Classical Journal Dealing with the Teaching of Latin.* A similar list extending to July, 1927, appears as item No. 324.

Syllabi. These are prepared with the local situation and some particular text in mind, but teachers elsewhere often find helpful suggestions in them. Among the several which are available at small cost may be mentioned the New York State *Syllabus in Ancient Languages* and syllabi in Latin of cities such as Baltimore, St. Louis, Denver, and Los Angeles.

*See page 3, ftn. N. B.

Defense of Classical Study

American Classical League Publications. Brief pamphlets on the value of Latin by such men as Charles Evans Hughes, John J. Tigert, Andrew F. West, Frederic Irland, Gonzalez Lodge, W. A. Ellis, Calvin Coolidge, J. W. Mackail. Priced for the most part at five and ten cents. New York: American Classical League, New York University.

Kelsey, Francis W. *Latin and Greek in American Education.* An excellent, dignified presentation of different phases of the question by men prominent in various fields of education. Revised edition. Ann Arbor: University of Michigan Publications, 1927. $2.00.

Sherman, Stuart P. *English and the Latin Question.* Exceptionally good from the point of view which the title indicates. New York: Service Bureau for Classical Teachers. $0.20.

Shorey, Paul. *The Assault of Humanism.* A remarkable presentation of the whole question. Atlantic Monthly Press, 1917. Order through Boston: Little, Brown & Company. $0.60.

West, Andrew F. *Value of the Classics.* A record of the addresses delivered at the Conference on Classical Studies in Liberal Education held at Princeton University in 1917, together with a collection of statements of nearly three hundred competent observers representing the leading interests of modern life and including many of the highest names in our land. Princeton: Princeton University Press, 1917. $1.50.

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How, W. W. and Leigh, H. D. *A History of Rome to the Death of Caesar.* A very useful and desirable volume. Chicago: Longmans, Green & Company, 1907. $3.00.

Mills, Dorothy. *Book of the Ancient Romans.* A charmingly written history of Rome from the beginning to the fall in 476 A. D. Illustrated. New York: G. P. Putnam's Sons, 1927. $2.50.

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Latin Literature

Teachers of Beginning Latin will want at least one work on Latin Literature at hand for the Roman writers who are met in the content of the first-year course.

Duff, J. Wright. *Literary History of Rome from the Origin to Close of the Golden Age.* Excellent for those who want an extensive treatment. Well written and interesting. New York: Charles Scribner's Sons. New edition, 1928. $2.75.

———— *The Writers of Rome.* A short manual which furnishes a brief survey of the whole field. New York: Oxford University Press, 1923. $1.00.

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Bailey, Cyril. *The Legacy of Rome.* Independent chapters on many subjects, each by a separate author. Government, Commerce, Social Life, Religion, Language, Architecture, etc. Excellent for the teacher's library. New York: Oxford University Press, 1923. $3.50.

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Giles, Alex F. *Roman Civilization.* Roman life in the period of the Empire. Good for that period and well illustrated. New York (381 Fourth Avenue): Thomas Nelson & Sons, 1918. $2.00.

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Bailey, Cyril. *The Religion of Ancient Rome.* A brief general account. Chicago: Open Court Publishing Company, 1907. $0.60.

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Fowler, W. Warde. *The Religious Experiences of the Roman People.* An excellent work and attractive in style. Chicago: Macmillan Company, 1911. $6.00.

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Bulfinch, Thomas. *The Age of Fable.* Always desirable for the teacher and for the school library. Everyman's Library Edition. New York: E. P. Dutton & Company. $0.80; reinforced cloth, $1.00.

———————— Crowell's small, compact edition, complete without illustrations; Crowell's larger, desk edition with six black and white illustrations; Crowell's attractive, clear-type edition with eight colored illustrations. New York: Thomas Y. Crowell Company. Respectively, $1.00, $1.75, and $2.50.

———————— Edition revised and enlarged by Edward Everett Hale. Numerous illustrations and many citations from modern literature. Boston: Lothrop, Lee & Shepherd Company. $1.75.

Gayley, Charles. *Classic Myths.* Among the best books of this sort. Revised edition. Columbus: Ginn & Company, 1911. $1.92.

Guerber, Helen. *Myths of Greece and Rome.* Explanation of early myths. Many reproductions of works of art. Very desirable. Cincinnati: American Book Company, 1893. $2.00.

Howe, George and Harrer, J. A. *A Handbook of Classical Mythology.* A new volume well adapted to purposes of reference. New York: F. S. Crofts & Company, 1929. $1.50.

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Latin Word Study

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Ford, Cecil. *Latin Inflections and Vocabulary.* Vocabulary for first two years with English derivatives. Vocabulary for first year added separately for each group. Inflections. Also vocabulary for third and fourth years. Chicago: Henry Holt & Company, 1928. $0.40.

Gray, Mason D. *The Story of Words and Their Uses.* These forty-five pages deal with the practical value of Latin vocabulary. Mrs. Mason D. Gray, Ridge Road, Irondequoit, New York. $0.25.

———————— *Pupils Companion to the Study of High-School Latin.* Part I and Part II. These books present material for the review of Latin vocabulary, for the application of Latin to English and other languages, and for the mastering

of vocabulary itself. Mrs. Mason D. Gray, Ridge Road, Irondequoit, New York. Part I, $0.20; Part II, $0.30.

Hurlbut, S. A. and Allen, B. M. *Vocabulary for the First and Second Years.* Words for the two years listed separately. Words for the first year grouped according to grammatical categories and defined. Also listed alphabetically without definitions. Brief section on Latin word formation. Cincinnati: American Book Company, 1928. $0.40.

Hussey, George B. *Handbook of Latin Homonyms.* Teachers will find this a useful book. Chicago: Benj. H. Sanborn & Company, 1905. $1.75.

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Martin, Donnis and Gladys. *Fifty Latin Verbs, Their Compounds and Derivatives.* A manual for use in teaching Latin and English vocabulary. Boston: The Palmer Company, 1927. $0.30.

Cards, Charts, Pads, Practice Books, etc.

Forsman, Guy C. *A Latin Practice Book.* 128 pages. 129 illustrations. Designed to furnish practice in vocabulary, forms, and syntax, and the relation of Latin to English, while the illustrations provide background in Roman life. An interesting practice book. St. Louis (1808 Washington Ave.): Webster Publishing Company, 1929. $0.30.

Foster, Walter L. *Latin Verb Drill Pad.* This pad of thirty sheets provides for synopses, drill, and the fixing of the more important grammatical forms. New York: Globe Book Company, 1921. $0.15.

Green, John C., Jr. *Graphic Latin.* A series of charts on which Latin Grammar is outlined from the standpoint of its eight parts of speech and so presented in graphic form as to be easily visualized. All of the essentials are included. There are four charts (fourteen by eighteen inches); The Noun; The Adjective and Adverb; The Verb; The Pronoun; Interjection, Preposition, and Conjunction; these are bound together, folded once and bound in heavy manila covers. Boston (120 Boylston Street): The Palmer Company. $0.50.

———— *Graphic Latin Wall Charts.* Same as the above but printed separately on paper, muslin back, 68 by 45 inches, mounted on spring roller, and protected from dust by a heavy casing. Boston: The Palmer Company. Each chart $10.00, or per set of four charts $30.00.

———— *Latin Prose "Check Up" List.* A list with which each pupil checks up on each part of speech before handing in his paper. Boston: The Palmer Company. Per dozen, $0.25.

———— *First-Year Latin Notebook Pad.* Contains complete material for building a pupil's notebook; to be used in a loose-leaf binder. Sheets are properly ruled and in different colors; yellow for declensions, pink for rules, blue for conjugations, white for vocabulary. New York (111 Fifth Ave.): Oxford Book Company. $0.40.

———— *Latin Vocabulary Notebook.* Well organized so as to necessitate the careful classification of each word by the pupil. New York (111 Fifth Ave.): Oxford Book Company, 1926. $0.48.

———— *Notebook for Latin Prose.* With model pages and error index. Permanent or loose-leaf binding. New York (111 Fifth Ave.): Oxford Book Company. $0.40.

Hurlbut and Bradley. *Notebook for First-Year Latin Vocabulary.* This notebook contains on the left-hand pages Latin words met in the first year (650 in number), grouped according to declension or conjugation. The right-hand pages are blank for the pupil to write the English meanings as the new words are encountered. 96 pages. Cincinnati: American Book Company, 1917. $0.32.

Lapidus, Joseph. *Tabulated Latin Grammar.* Tabulated System of the Four Regular Conjugations; Tabulated System of the Irregular Latin Verbs; Tabulated Latin Nouns, Pronouns and Adjectives; Tabulated Syntax of Latin Cases and Constructions; and Tabulated Syntax of Latin Independent and Subordinate Clauses. Published separately on cardboard, bond paper, or colored paper, each $0.20. The five tables in book form, $0.75. Address the author, Fox Street Station, P. O. Box 21, New York City.

Latin Drill Cards. Cards (six by three inches) for review and drill. No. 1 contains Participles and Infinitives; No. 2, Principle Parts of Important Verbs and Important Rules of Latin Syntax. Chicago: Scott, Foresman & Company, 1920. Per hundred, $1.00.

Mann, Jacob. *Latin Verb Blanks.* A pad of thirty sheets which provides on each sheet for a complete verb synopsis, drill and completion exercise, Latin related words, English derivatives, and list of 116 important verbs. New York: Globe Book Company, 1925. $0.18.

Munroe, Lucille. *Latin Practice Pad.* Seventy lessons (supplementary to any text) to fix in the memory a knowledge of the fundamentals. A series of printed tests with blanks for pupils' answers, on vocabulary, forms, syntax, and trans-

lation. Excellent review. Dover, New Hampshire: McIntosh Publishing Company. $0.25.

Pamphlets. No. 744, *Guardians of the Lamp;* No. 894, *Latin Derivatives in French, Spanish, and English;* No. 931, *A Roman Home;* No. 933, *A Brief Survey of the Classical Investigation;* No. 1039, *Study Latin. A Poster for the Classroom;* No. 1133, *Latin Vocabulary Drill;* Nos. 1150-1, 1150-2, 1150-3, *Pictures of Classical Statues;* and No. 1174, *Songs for the Latin Class* by H. C. Nutting. Chicago: Scott, Foresman & Company. Free upon request.

Pearl, Joseph. *Latin Verb Drill Sheets.* Arranged for practical drill in Latin verbs. New York (111 Fifth Avenue): Oxford Book Company, 1924. Fifty Sheets, $0.34.

Potter, F. H. and Knight, F. B. *Basic Drill Units in Latin.* Parts one and two, for first half-year and second half-year; also a handbook for teachers. Eighty-one drills in each part. Designed to cover all the elements of the first-year course, and organized in a variety of ways. Chicago: Rand McNally & Company, 1930.

Reiley, Katherine C. *Practical Exercises on the Latin Verb.* Blanks, providing for the writing of over one hundred verbs, prepared to combine rapidity with thoroughness and to economize the time of both teacher and pupil. Cincinnati: American Book Company. $0.60.

Sabin, Frances E. *Weekly Report on Latin.* Cards (four by six inches) for the recording of derived English words observed outside the Latin Class. Three columns headed: Latin Word, Related English Word, Where Observed. New York: Service Bureau for Classical Teachers. Per hundred, $0.50.

Smith, W. Hazleton. *First Year Latin.* Regents Review Book. Contains the Regents Questions for the state of New York for a long period of years. Buffalo (37 Franklin Street): W. Hazleton Smith, Publisher, 1925. $0.40.

Sparks, S. Walter. *Elementary Exercises in Latin. Inflection, Syntax and Word Formation.* Set of 40 cards. Each card contains ten questions set as problems. They furnish a medium for extra credit work and for review. Cards five by three inches. Baltimore (112 W. Fayette Street): H. M. Biden Company, 1924. $1.00.

Latin Vocabulary Exercises, First Year. This is a notebook containing heavy white paper, on each page of which are printed fifty words. Exercise I-A is Latin and Exercise I-B is the equivalent English. By placing a sheet of transparent paper over the exercise, the pupil writes on it the meanings of the Latin words, then turning to the following page he corrects his own paper. Baltimore (112 W. Fayette Street): H. M. Biden Company, 1922. $0.42. 60 transparent sheets, $0.15.

Syntactic Book Company (2088 Lunt Ave., Chicago): *Inflection Exercises for Latin Students.* Contains Vocabulary for the first semester and for the second semester, each grouped as verbs, nouns, etc. Also practice sheets well arranged for the pupils' use. 1928. $0.40. Also, *Word Study Sheets,* Per 100, $0.60; and *Pads of Word Derivatives,* $0.20.

Young, Walter H. *Latin Perception Cards.* These cards present for drill five hundred important words, phrases, and idioms. English on one side and Latin on the other. Made for a particular text, but adaptable in part to any text. Excellent for vocabulary review. Cincinnati: American Book Company, 1912. $2.00.

Home-Made Equipment

Illustrations. Many text books contain illustrations of the city of Rome, Roman life scenes and utensils. Old copies may be cut and pictures mounted for class use. The advertisements of texts and the picture sections of newspapers often contain good pictures also. These provide good illustrations for talks on background material.

Models of Roman dress, weapons, writing utensils, fasces, etc., small casts of ivory soap, such as may be made by pupils and teacher, are useful for many purposes.

A Bulletin Board can be made in the Manual Training department or by some enterprising boy in the Latin department. Use poplar or cypress for the back, cover with burlap stretched tight, and bind with a light frame.

A scrapbook made from the best material on the bulletin board may be kept from year to year for the ideas it contains.

Slides. For home-made slides see p. 170f.

Songs. It is convenient to have songs arranged in book form. These books may be made by adding typewritten or mimeographed sheets to a loose-leaf notebook. Latin versions of well-known songs are sometimes made by the pupils or the teacher. Schools which have their own Latin paper often print them.

Perception cards may be made by printing the Latin on one side of cardboard about five by eight inches and the English on the other side. Some boy will have a stamp printing outfit, and the pupils will help prepare the cards.

Transfer or letter files, or large manila envelopes, or heavy manila folders provide a convenient means for filing material. The simplest arrangement is to have one for each year of Latin, one each for the Latin club, bulletin board, entertain-

ments, songs, stories, miscellaneous. Little items saved in this way furnish one of the most useful types of equipment the teacher can have.

A Teacher's Notebook. A large loose-leaf book in which all kinds of information may be written. This may be indexed and will contain pages set aside for various topics, as (1) Books in the School Library, with a few lines under each in which to jot down the pages for certain kinds of information; (2) Books in the Public Library, with classification number so that pupils can find them easily if requested to do so; (3) Books desirable for School Library, listed with publisher and price, and to be purchased as soon as possible; (4) Suggestions and References to articles on classical subjects in the magazines; (5) Lists of Slides, Photographs, Maps which are desired for the department, with prices and directions where to obtain them; (6) Miscellaneous Items, as songs, games, entertainment hints. Books may be arranged topically if preferred. This often requires the mention of one book several times, but assists in giving directions for the study of a topic.

(V.D.H.-B.M.W.)

The Roman Eagle, with the oak wreath, thunder-bolt, and lightning.

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